DOCUMENT RESUME

ED 360 687 EA 025 124

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TITLE Redefining Leadership: A Case Study of Hollibrook Elementary School. Project Report.
INSTITUTION National Center for School Leadership, Urbana, IL.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE [92]
CONTRACT R117C80003
NOTE 79p.; For the case analysis of four case studies, see EA 025 132; for the individual case studies, see EA 025 122-125.
AVAILABLE FROM National Center for School Leadership, University of Illinois at Urbana-Champaign, 1208 W. Springfield, Urbana, IL 61801 ($8).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Administrator Role; Case Studies; *Educational Change; Elementary Education; *Instructional Leadership; *Leadership; Leadership Styles; Organizational Change; *Participative Decision Making; Teacher Administrator Relationship
IDENTIFIERS *Spring Branch School District TX

ABSTRACT

This paper presents findings from one in a series of four case studies that examined leadership in schools committed to reform. Methodology included onsite observation, interviews with stakeholders, and informal discussions. Hollibrook Elementary School, which serves a primarily minority population in Spring Branch, Texas, ascended from a low district achievement rank to a national example of successful educational reform. Hollibrook's association with Accelerated Schools and the program's positive impact on attitudes toward educating students are described. The paper gives attention to the principal's leadership role for 3 years and the subsequent negotiation of leadership roles that occurred when a new principal arrived in the 1991-92 school year. Ways in which the new principal, faculty, and staff renegotiated the leadership established by the former principal are described. Factors that influenced the process were individual, interpersonal, structural, synergistic, political, and economic. A conclusion is that the term "shared leadership" evolved from words to daily activities. The lengthy negotiation process resulted in improved student achievement scores, reduced discipline problems, and increased parent involvement. The principal played a key role in supporting shared leadership. Two figures and three tables are included. (LMI)

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Redefining Leadership: A Case Study of Hollibrook Elementary School

The National Center for School Leadership

Project Report

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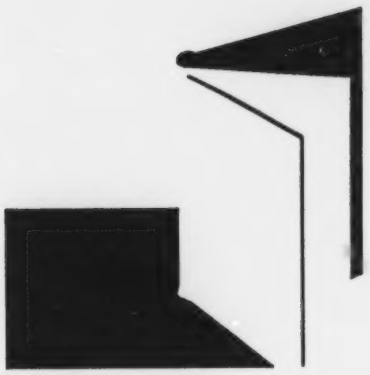

Redefining Leadership: A Case Study of Hollibrook Elementary School

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This work was supported by the Department of Education, Office of Educational Research and Improvement, Grant No. R117-C80003. The opinions expressed in this report are solely those of the author and do not necessarily represent the views of the Department of Education.

Cases in Distributed Leadership

A General Introduction to the Study

In order to broaden our understanding of leadership in schools committed to reform, we selected four buildings which were committed to one of three types of educational reform: the network of Accelerated Schools (Levin & Hopfenberg, 1991), the National Association of Middle Schools (Quattrone, 1990), or the Coalition of Essential Schools (Sizer, 1988). Each of these reforms respects the contextual differences across districts; each of these reforms espouses a set of principles which are central to their thinking about reform; and each of these reforms values collaboration among teachers and administrators. We chose four schools in three states to collect information which could better inform us about the role of leadership in schools striving to make changes.

Researchers developed a case study report for each site after reviewing background reports; interviewing faculty, administrators (in some cases), students and parents; and observing meetings and classes. The case studies and the cross case analysis will enable the reader to

1) Examine and evaluate the warrant that each of the cases deserve the label "having made progress" toward their commitment to reform.
2) Explore the nature of leadership, including the process of distributing leadership, among the school participants.
3) Speculate upon the interaction between leadership, the schools' commitment to change, and the schools' culture.

The case study methodology allowed us to observe the schools' social structures and leadership structures within the context of one year in the life of the change effort. A variety of rich resources are available to the researcher who spends extended time at a research site thus, "permitting a holistic study of complex social networks and complexes of social action and social meanings" (Feagin, Orum, and Sjoberg, 1991). Additionally, the time spent in the schools allowed for an historical overview of the change processes. Looking at the schools across cases offered the opportunity to look for common themes, theoretical underpinnings, and beliefs and decisions that guided the schools through their evolutions.

The interviews were designed to accomplish two objectives: a) to gather information on participants' perceptions of change at their school, including their own roles in the change process; and b) to identify people perceived to be school leaders, whether their leadership had anything to do with the change process or not. The informal observations and discussions served as points of triangulation (Lincoln and Guba, 1985) for information obtained in the interviews, and also provided insight into the current status of reform in each school.

The resulting data were analyzed independently by each site researcher and also by two NCSL research assistants. As data became available the NCSL staff coded fieldnotes and interview transcripts into seven categories. In monthly research team meetings, the site researchers and the NCSL staff discussed both the categorization of fieldnotes and the themes that might be inferred from the data. These discussions enabled all researchers to review and reformulate a collective understanding of themes relating to school leadership and school change.

Once all data were collected (April 1992), each site researcher wrote an individual, narrative summary of his or her school case. The entire research team met three times to share internal drafts of the case studies. Each draft was read, questioned, and debated by all team members. To prepare the cross case analysis, two NCSL research assistants reviewed the entire corpus of fieldnotes and interviews. Data for each school were categorized according to statements related to mission, change, decision making, administrators, teachers, instruction, psychological environment, district relations, and community/family relations. These data were then summarized in paragraph form for each school, followed by a discussion of trends across schools as they related to each of the nine categories. The NCSL staff then condensed the categories into the three areas discussed above: a) the warrant for progress; b) the nature of leadership; and c) the interactions among leadership and school culture. The third drafts were shared with two external consultants, as was the second draft of the cross case analysis. Following these external reviews, the cases and the cross case analysis were revised for distribution as technical reports.

During Summer and Fall 1991, the NCSL research team met to establish criteria for site selection and systemize procedures for contact with each potential site. The selection criteria included four elements: a) the school must be publicly committed to a set of guiding principles for reform; b) the school must have local and, if possible, a state or nation wide reputation for having made progress toward putting these principles into practice; c) the school must be located near enough to a site researcher's home to permit regular visits to the school; and d) the school must agree to serve as a site. NCSL staff informally contacted school staff to determine possible interest in participating in the study while, at the same time, making inquiries into schools' reputations for making progress in their individual reform efforts. Schools were aware that they would be identified by name, but all staff members would be identified by pseudonym.

The NCSL staff ultimately chose four schools that met all of the selection criteria: Hollibrook Elementary School in Spring Branch, Texas; Dr. Charles E. Gavin Elementary School in Chicago Heights, Illinois; Cross Keys Middle School in Florissant, Missouri; and Roger L. Sullivan High School in Chicago, Illinois. Following the informal contact, the school principals were asked if they would like to be a site for a study of school leadership, defined broadly to include both teachers and administrators. In three of the schools, Hollibrook, Cross Keys, and Gavin, the principals agreed to participate after members of the school staff consented to become sites early in Fall 1991. At Sullivan the process took longer, in part because of a threatened teacher strike in the Chicago area. The principal initially agreed that an NCSL staff member could visit the school, but official permission to become a part of the study was not granted until early in 1992, once the school staff began to feel comfortable with the researcher's presence.

Data collection began in September 1991. During Fall 1991 site researchers visited the schools, observed meetings, sat in on classes, and talked informally with administrators and teachers. Data collection during Spring 1991 focused on semi-structured interviews with the school faculty, staff, and administration, and (in some cases) district administrators, parents, and students. Informal observations and discussions continued throughout the year.

Redefining Leadership: A Case Study of Hollibrook Elementary School

Abstract

This report describes the ascent of an elementary school from the bottom rung of the district to a national exemplar of successful educational reform. Hollibrook's association with Accelerated Schools is described as well as the positive impact that this association had on the school's approach to educating their students. The report provides an in-depth examination of the leadership structure as it originated and evolved. Special attention is given to the manner in which leadership is distributed amo png the school participants. In addition, Johnson describes the various leadership roleslayed by these school participants and the extent and quality of relationships between an innovative school and its district.

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PROLOGUE

"Success is a JOURNEY not a destination."

The story that follows is about a successful journey undertaken by the community of Hollibrook Elementary School in Spring Branch Independent School District, Texas. Their journey started almost four years ago and continues today. Word of their success has spread, and visitors now come from afar to learn their secrets. Every Thursday and Friday interlopers walk the halls armed with video equipment, cameras, notebooks, and pencils. They observe, record, question, and challenge the faculty, staff, and students, hoping that they too may bring their school to be known as a "successful school." Like many, however, they fail to realize that long-term success will not be achieved by copying instructional techniques, curricula, or organizational structures, but rather by carefully studying and understanding thoroughly the journey. As the Hollibrook faculty and staff repeatedly proclaim, "it is a process, not an event."

Like the hundreds of visitors who preceded me and the number of individuals who will follow me, I too went to Hollibrook searching for answers. After twelve years of teaching experience in three states, I found my questions still outweighed my answers. What is it that makes Hollibrook so special - so successful? What is leadership like in the building, and what does this mean in terms of their success? Unlike most outsiders, however, I had time, a whole school year, to explore, observe, and question. So, with open ears, alert eyes, and blank sheets of paper, I entered the familiar realm of schools and the unfamiliar domain of Hollibrook.

It would be much easier if I could have entered the school like the blank sheets of paper devoid of any biases. Unfortunately, previous experiences have left me with biases, some of which I am acutely aware and others that remain unknown to me. Critiques of several famous anthropological writings debate the influence of the individual researcher's values, beliefs, motives, personality traits, and life experiences. Some would suggest that to assess the value of a study such as mine, it is critical to know something about the researcher. I tend to agree and, for this reason, share with you a brief glimpse of Marlene Johnson, the researcher.

Four years ago I left an elementary school though I was neither unhappy nor seeking an administrative position. My background in special and regular education had allowed me to secure a variety of positions (i.e., pre-vocational junior high teacher, itinerant resource teacher, inservice consultant, special education consultant, special education elementary and junior high teacher, adjunct university instructor, and student teacher supervisor) where I found myself constantly working with others. Twelve years after completing my Masters Degree in Education, I just wanted to learn more. This study, which leads to the completion of my doctorate, reflects what has become my primary area of interest—leadership.

During my career as a teacher, there were times when I functioned as a "teacher leader," and two of my previous positions were administrative. Primarily, however, I would say that the lens through which I view the world is the lens of a "teacher." The fact that I have not been a principal undoubtedly influenced the way I viewed events during this study. I remained painfully aware of this throughout the study and worked very hard to minimize this as an influencing factor in data collection and analysis. How successful I have been is for you, the reader, to judge.

Like many educators, I have concerns about schools. Unlike some critics, however, I believe that the answers and resources are already there. I feel we have just not been successful in recognizing and utilizing these resources. My involvement with a different three-year research project, funded by the Danforth Foundation, had strengthened my belief in this area. After studying leadership teams comprised of teachers and principals in five schools from three different school districts, I have come to believe even more strongly that collaboratively we can seek answers and make much-needed changes in schools. My experiences, however, have made me very aware of the numerous obstacles that stand in the way of such efforts. One obstacle may be the limited view of leadership under which we continue to function. Many discussions of leadership have focused primarily on one person as leader, thus, limiting our conceptualization of leadership. Likewise, the hierarchical organizational structures of many schools continue to influence us in defining leadership as primarily the function of the principal. Therefore, I was skeptical of the possibility that the faculty and staff of Hollibrook Elementary had overcome obstacles such as these and were sharing

leadership. If they had, in fact, succeeded in overcoming these obstacles, I was anxious to study how they had arrived at these accomplishments. It was with these experiences and beliefs that I negotiated entry into Hollibrook.

My first contacts with the former principal and teachers from the building convinced me that, indeed, Hollibrook was the school I wanted to study. When I explained my intentions to the teachers, they responded, without hesitation, that they would like someone studying their efforts. The principal's response was almost identical except she explained that she would not agree without the consensus of the faculty. When I asked her about the procedures for securing district-level approval, she explained that this was a school-level rather than a district-level decision. When this principal resigned a month later, she described my request to the new principal. The teachers, with whom I had contact previously, also felt the new principal would agree to allow me into the building, since it was what they wanted. It was the faculty who reminded the new principal of my request, which was then brought to the faculty and staff for their approval. It was with this faculty and staff approval that I entered Hollibrook with their expectation that I would help them in their desire to, "learn from what they were doing."

The reception that I received from the faculty and staff was one of openness and cooperation. Shortly after I started my observations, one of the teachers suggested to the principal that I needed a mailbox. Within a few weeks I found my name on one of the slots alongside those of the other faculty and staff members. Because of this mailbox, I received all of the general information such as weekly newsletters and district communication.

In meetings I always took a seat as far removed from the group as possible. In almost every meeting the principal or teachers made sure that I was given an agenda. Otherwise, I tried to blend into the background, remaining an observer. Because of the faculty and staff beliefs in "building on the strengths" of everyone, it was sometimes difficult to remain a non-participant. On a few occasions, I was asked questions that could have led to a more participatory role on my part. At these times, however, I tried to turn the questions back to the person by saying things like, "What do you think? What do you think should be done?" Occasionally I felt it was important that I reciprocate in some manner for their

willingness to let me intrude upon them. These occasions were carefully designed to minimize the effect my involvement would have on the environment. In most cases this involvement included such things as sharing a book that was appropriate for a thematic unit. In one instance I agreed to ask my husband, a geologist, to speak to the second grade about rocks and fossils.

Looking back, the first thing that trapped my attention was the children. Their big brown eyes, flawless skin, and award-winning smiles reminded me of the many children who have enriched my life in the past, but there was something more just below the color of their skin that made them unique. I really struggled with what exactly that "something" was. After watching them for hours in a variety of situations from classrooms, the cafeteria, hallways, and free time, it struck me. These children seemed to have a sense of purpose and belief in their ability to control their destiny. I had never seen this so pervasive nor so strong in any of my past experiences in schools. Most children when asked about the purpose of going to school would respond "to learn." The children at Hollibrook convey through their actions the goal of being life-long, active learners. What naturally follows is the question, "What makes them this way?" Unfortunately and honestly, I have only one response: many things. Things that can't be captured in test scores, surveys, or similar tools we employ to seek answers. Things that, alone, are no different from what we see in countless schools across the nation. In combination they create a learning-oriented culture, which I will describe in the following pages. As the reader will see from the story and interpretations that follow, this culture is not devoid of problems or conflict. As I often remind myself, "Perfect isn't possible, it is only something to which we continuously strive." Hollibrook is not perfect. Yet from studying the efforts and struggles of the Hollibrook community toward perfection, I have learned.

My focus was on leadership, and the interpretations reflect this focus. However, recognizing that leadership is embedded in history and context, I will start by explicating these in detail. The story that follows is organized into four sections. The first chapter provides an overview of the school, district, students, parents, superintendent, principal and former principal. This section provides a detailed picture of the context, which is important when evaluating the "trustworthiness" of the research. Chapter Two presents participants' accounts of the actions and events that occurred during the three-year stay of the former principal.

Recollections from key persons are reported and interpreted with regard to the negotiation of leadership. The third chapter focuses on leadership during the 1991-92 school year. I focus on how the new principal, faculty, and staff renegotiated the leadership that had been established by the former principal. In the fourth and final chapter, implications of this study are discussed in an effort to provide direction for similar efforts. By dividing this complex and extensive story into four sections, hopefully, I will succeed in allowing the reader to come to know the context and culture that I have experienced which, in turn, will add depth and meaning to the discussion surrounding leadership.

THE CONTEXT

Tucked away in the corner of Spring Branch Independent School District on the north side of a major freeway, Hollibrook served 954 of the 27,110 students enrolled in the district for the 1991-92 school year. Hollibrook is one of twenty-two elementary schools in a district with four high schools and seven middle schools. With a population including 90% minority, of which 92% are on free or reduced lunch, four years ago Hollibrook had the dubious honor of ranking 22nd out of 22 schools in the district on state-mandated test scores. Frequently described as the "bottom of the barrel" or "dumper school of the district," there were conflicting views as to whether or not the central administration even knew or cared about the existence of the school.

Within the past three years, the faculty and staff have initiated organizational and instructional changes, and have earned national recognition. These changes have been associated with an increase in student test scores, a reduction in disciplinary problems, a reduction in the student mobility rate, an increase in parental participation, and a reduction in the teacher turn-over rate. Organizational changes have also facilitated teacher involvement in designing and implementing innovative programs and teaching arrangements.

Some teachers believe that the major changes undertaken by the faculty occurred because no one "at the top" knew about the changes. Others reported that the top level administrators were very aware of the changes and allowed them to happen because they were "at a loss as to what to do" and felt "that it surely couldn't get much worse." A few teachers even suggested that the central administrators were

insightful and purposeful in their decision four years ago to ask a high school assistant principal to become principal of Hollibrook. In any case, the major changes that have taken place are reported unanimously to have been spurred initially by conversations between the former principal and the teachers, and shortly after, by the faculty's decision to utilize the Accelerated Schools Model.

The Physical Plant

Sandwiched between abandoned apartments and other run-down, yet occupied, apartment complexes, the school is in need of numerous repairs. To get to school quickly, children scale mounds of dirt on sunny days and slowly skirt mud puddles on rainy days. School renovations in progress prevent efforts to provide a clean path to the school door. A busy street without sidewalks and stories of drug-related activity prompted many mothers and fathers to escort their children to and from school with younger siblings perched on their hips or clutched in hand. Many of the children are aware of the parental and faculty efforts to provide a safe environment. When asked why a door was locked, one young girl responded quickly and confidently, "To make students feel safe."

The physical layout of the building has a direct effect on the instructional programs and continues to be a critical focal point for negotiation between the school and the district. Large open classroom areas provide flexibility to rearrange makeshift walls of bookshelves and create team teaching environments to meet the needs of the students. Approximately half of the building, however, includes self-contained classrooms, and two temporary buildings provide additional instructional space. Only a few of the teachers I spoke with expressed a preference for the self-contained classrooms. Most of the teachers in those rooms sought ways to work around these constraints. A new addition, opened mid-way in the school year, provides a much needed cafeteria and four new self-contained classrooms. The fact that the faculty and staff had minimal input into the renovation plans seemed inconsistent with the concept of site-based management advocated by the district. During the 1991-92 school year, this remained an issue as additional renovations were planned and initiated. When questioned about the addition of self-contained classrooms, the principal attributed it to poor planning, lack of faculty input, or a last minute architectural change, none of which he was present to witness.

The complaint most often expressed by the teachers was the absence of an open area in which large numbers of students could come together. For the numerous speakers and programs brought in during the school year, a foyer area was utilized. This was not ideal because traffic must flow through it and, on rainy days, the physical education teachers are forced to use the foyer as their classroom. For a few months during the year, the teachers used the old cafeteria as a multi-purpose room. In spite of the faculty's objections and efforts, this area is now being renovated as an expansion to the library.

The manner in which space is utilized has, for the past three years, been negotiated between the principal and faculty. The former principal asked the teachers for their individual wish lists, including assignments and classroom locations, which she then skillfully arranged. Although most teachers reported that all requests were honored, a few teachers indicated exceptions. During the present school year, a fifth grade teacher asked the faculty if she could move from a self-contained classroom into an open space. Without any objections from her colleagues, her students, desks and all, moved in one day.

The need for paint and repairs is covered over by students' work. Writing samples, the most prevalent displays, provide insight into activities across grade levels. Two second grade classrooms wrote letters reporting their adventures and findings as they traveled around the world in a year-long thematic unit touching all subject areas. Experiences with field trips and guest visitors were written or illustrated as a means of sharing knowledge.

Evidence of the efforts on the part of some faculty, students, and parents to make learning as relevant as possible was seen in the school-wide recycling project which operated with student assistance. Artwork was designed by students and carefully transposed on large white storage bins by some of the teachers. This is just one example of moving cooperation and learning outside of the classroom walls.

One second grader's actions during the school year illustrate students' ownership of their school. Passing through the hallway to lunch one day, she stopped, placed her hands on her hips, and in a very determined voice demanded to know who was responsible for a bucket being placed strategically in the middle of the hall to catch

drips from a leaky ceiling. Her concern centered around what message this sent to students, parents, teachers, and visitors. The young girl confidently asked her teacher who she needed to talk to about this. Rather surprised, the teacher responded, "I guess the principal." Moving onto the lunchroom the teacher almost forgot the incident, but the little girl did not. Later in the afternoon, finished with her work, the girl informed the teacher that she had a letter to write. On her own the child composed a letter to the principal outlining her concerns. Obviously, the physical plant is far from perfect, yet even this is not seen as an insurmountable problem but as an opportunity to question, challenge, and seek answers.

The Child—The Curriculum

At Hollibrook the child is the focus for the curriculum. Four years ago the faculty and staff openly discussed their belief that the traditional curriculum and instructional techniques they were using were not appropriate for the children they served. The following comments made by one teacher capture this view of the curriculum:

> I guess what we had done before, it was a joke. I mean it was just all skills. It just was skills that were grouped together. And it worked for some of the children in the district and not for others. So we had quit using it two years ago. And just kind of, you know, just got around it for the first year and didn't really make a mention of it. The second year we kind of let them know that this was not—it hadn't worked in five years and probably hadn't worked in ten years for the children over here. And we just stopped using it. And then this new curriculum, you know, is all almost like a research document that you use as you need. It is not a recipe by any means.

In formal presentations, teachers jokingly refer to these techniques as having been appropriate for the "Beaver Cleaver" school of years ago. Recognizing that June is no longer waiting at home in a starched white apron; Ward is no longer anywhere to be found; and Wally is off running with a gang, they began to question and rethink what this meant for their students. Most of their children came from a culture very different than that of the teachers, lacking not in experiences but in those experiences used as the basis for the traditional White

middle-class curriculum. The most commonly advocated approach for these students was to slow down, pace, carefully sequence tasks, and remediate. Yet this approach was not working. The discussion taking place was recognized in the Accelerated Schools Model explicated by Henry Levin. It was at this point that the faculty and staff collectively agreed to abandon the district curriculum and head off into uncharted waters. There are conflicting reports, as seen in the following comments, as to whether or not the district was aware of their actions:

> Yes, the Associate Superintendent knew what we were doing and he relayed it to the Superintendent. And you know it wasn't publicized good or bad. They just allowed it. Once they saw that it was really working, then it was. We had to skirt around some issues and some state laws. We didn't break them, but we just found a different way to get to them and still meet them. They let us go out on a limb. I wouldn't say that they fully supported us that first year, but they didn't tell us not to.

> No. I will assure you that they didn't know. Not at the very beginning, they did not know. Well, certain ones knew when it was too late. Like if [name] had known, I don't care what she says now, [name] did not know because some of the first things that I got in trouble for were that I was stupid enough to say something to some of the principals and she would find out by different pieces. Hers was the act of putting a puzzle together. By the time she got the puzzle put together, it was too late. It was way too late. And the Associate Superintendent was so wonderful. He had already brought in Henry Levin by that time.

Whatever actually took place, today the focus of the curriculum is the child. Lessons are designed to build on the experiences of the children. The children are encouraged to talk and write about their families, cultures, and life experiences. Discussions about family traditions, holidays, and relatives in other countries lead to activities that capitalize on this information. At the same time the student is involved in as many new experiences as possible. The goal is to facilitate the child in acquiring knowledge and skills by providing as many different learning opportunities as possible through hands-on, active participation. Field trips are numerous, and subsequent activities encourage the students to build on these experiences. On a trip to Galveston, fourth graders clutched notebooks in which

they wrote impressions, recorded mileage, computed distances, noted environmental issues, etc. Back in the classroom these data served as a focus for continued learning.

Kindergartners write their own books, carry them with them, and seek opportunities to read their creations to other students, teachers, visitors, and administrators. On numerous occasions I observed conversations halted and meetings interrupted as principals, teachers, and staff listened to children read. The reading of literature was not restricted to a particular grade level. A second grade classroom delved into Romeo and Juliet, acting out key characters. An interest in dinosaurs and fossils for second graders led to an in-depth examination of the Mesozoic Era. The interests of a first grade classroom resulted in lessons on the Bernoulli Principle conducted by a mother. The rigidity of schedules was replaced by the belief that knowledge and skills can be learned as an integrated whole rather than segregated parts.

Teachers from Hollibrook have been actively involved in changing the district-level curriculum as well. The language arts curriculum has become a resource of strategies and approaches rather than objectives and activities. Likewise, the math curriculum focuses on problem-solving and higher level thinking skills through the use of hands-on activities.

Again, this is not to imply that all is perfect. Mistakes are made, but teachers and children demonstrated that mistakes are opportunities to learn. Perhaps this is one of the reasons the students and teachers approached learning with such a strong sense of "control."

The Faculty and Staff

It is impossible for me to separate faculty and staff because there did not appear to be any dividing line between the two groups at Hollibrook. Often I would have to go back to the master list to determine whether an individual was a teacher or not. Everyone in the building was seen as a resource, and thus the two social workers, numerous parent volunteers, office staff, administrators, counselor, teaching aides, retired male volunteer, janitors, etc. were all expected to be active participants in making decisions and working with children.

The ethnicity of the staff, with seven Hispanic/Latino and four African-American faculty and staff members, did not represent that of the students. This faculty and staff also included only two full time male teachers. The principal, an African-American, was new to the building this year. There were also two new assistant principals from other schools within the district. One was an African-American female from a junior high, and the other a White female from another elementary school.

Four years ago Hollibrook had the reputation of being the "dumping ground" for teachers. As three teachers recall,

Teacher One "It used to be a revolving door."

Teacher Two "My first year there was like eighteen of us. There were sixteen of us new on the faculty."

Teacher Three "My first year there were three new teachers on the fourth grade level. One surviving."

Teacher Two "Yes. It was a major dumping ground. We are all new teachers here."

Over the past three years, this has changed dramatically. Since the former principal arrived almost four years ago, the turnover has been only a few teachers each year. What this perhaps meant to initial change efforts was suggested by one teacher:

> So Hollibrook got lots of the young, energetic kids right out of school, who wanted to try the newest and latest things and save the world. And they got sent to the worst places. And Hollibrook was the worst place so we got an inordinate number of very dedicated, very naive people who would try anything, which was great. We got all the rebels here which is probably how I got here. Although I came by choice and some came sort of by forced transfers, you've got a lot of rebels here who are aggressive in their stand and what they believe for kids. So you have a great deal of people with a tremendous commitment who may have even put their professional careers on the line at times for kids.

The commitment on the part of the teachers was evident in the many extra hours they contributed to the school. I observed numerous instances where teachers used their own time and money to provide something for the children. Evenings, weekends, and holidays were used to complete activities like developing surveys, designing materials, writing grant proposals, etc. Teachers frequently used their own money to cover costs for activities they conducted during Fabulous Friday, an innovation involving three to four week mini-courses for the students. In addition, I was informed by parents and staff members that teachers frequently take children to activities with their own families outside of the school day. At P.T.A. meetings approximately 20-30 teachers were present—often with their own children and spouses.

I believe that, as a faculty and staff, they present a very formidable, cohesive group when factors threaten their beliefs. This was most evident in their response to comments made by the principal regarding the need to focus on skills assessed on state-mandated tests. Early the following morning approximately 20 teachers showed up en masse to make the principal aware of their views. [The principal expressed that he felt these comments were misinterpreted and misunderstood.]

Subcultures

Although I believe the faculty and staff were united in their beliefs surrounding their educational mission, there were definite subcultures within the building that had an effect on how events unfolded. The two most obvious subcultures involved the smokers' and non-smokers' lounges. In both lounges conversations centered primarily around instructional issues. These discussions frequently resulted in teachers initiating thematic units or collaborative activities. These shared conversations, which resulted in collaborative efforts, were occasionally interpreted by some teachers as intentionally exclusionary:

> We get a bad rap in the smoking lounge. They say a lot of decisions are made here. But they are not decisions that come out of here. They're not. They are discussed in here—yes. I think it all boils down to, since we are smoking, we spend our breaks in here instructional dialoguing, on whatever is going on at this time. Whereas, people who don't smoke spend their time working in the classroom, which is a logical thing to do.

> There was a group—it is that same group that smokes together and has the same planning period which is by design that they have that planning period—but they got together and said "Won't it be neat if we did this . . . And we could do this and we could do that." And then there were some other scattered people throughout the building who were involved in that who had some social connection with that group and were invited to participate . . . But others have a real strong perception toward that . . . That they were high and mighty and all this kind of stuff. Which is their perception. I don't—some days I feel that way and some days I think they are just fine.

These two subcultures diminished, however, during times of crisis. One teacher talked about such an instance:

> So, generally, you know, as with any situation water seeks its own level. You have your own set of friends, and this is what you base your feelings on. When things are not going well, like a meeting we had earlier this year, phones were buzzing. Phones were buzzing. I went down to the smokers' lounge. That is, normally, not a place where I go. They laughed and said, "My gosh, this is serious. This is really serious."

As a group, the teachers also demonstrated an unusual willingness to try new ideas. This was reflected in the variety of teaching arrangements within the building. Approximately fourteen teachers have chosen to remain with their students for more than one year, now referred to as "The Continuum." Other teachers team taught together in situations like the following:

> Everything—we plan together. Everything is executed together. We take total responsibility for all 28 children, not just my 15 or 14 but hers. The only thing that is separated is grading.

Some teachers have teamed up in an effort to work toward bilingualism for all children. In these classrooms the English and Spanish speaking students were learning to read and write in both Spanish and English. In an effort to gauge their success, one team opted this year to have all their children take both an English and Spanish achievement test. As the teachers looked toward next year, they

discussed other team teaching possibilities that might be advantageous for their students.

Approximately 20 of the teachers at Hollibrook were involved in making presentations to outside groups during this year. Some of these presentations came about from the school's involvement in the Accelerated Schools Model, but others were invitations to present at state and national conferences. Whatever the case, many of the teachers expressed that they felt a responsibility to share their efforts with others as a means of improving education for all children.

Parents

There are differing views as to the status of parental involvement in the building. Again, these concerns seem to include an awareness that they have made progress, but also a feeling that things still are not perfect. The former principal worked with the faculty and staff to bridge the gap between school and home. One Hispanic female, well-liked and respected in the community, was approached to work in the school:

> [former principal] and [name] came over to my apartment and offered me a job with the school. They were going to pay me out of their activity fund. And so I said "Ok", and so I started working for them just two weeks out of the activity fund. And next thing I knew, I was working for the district.

The school also started a parent center in the building. The two social workers had desks in this room and assisted the parent in charge of the center. This room serves as an area for parent volunteers to meet and interact. Some parents choose to remain in the center doing work for teachers there. Other parents volunteer to work in classrooms doing a variety of tasks such as reading to students, taping students for miscue analysis, presenting special lessons, etc. Those parents with young children leave them in playpens or playing in the parent center under the supervision of other mothers.

In some cases parents joined faculty and staff members in speaking to outside groups. One of the social workers described such an incident at a faculty meeting:

> We took parents to another school to make a presentation on Hollibrook. They were bombarded with questions. They asked us back again tomorrow and are providing dinner. They [parents] really blossomed, both the Spanish speaking and English. We did a videotape. We will be having parent week. There is a parent cadre meeting on Monday.

The faculty and staff have also worked with the parents in initiating the Parent University. This involved offering courses for parents on such things as tenants' rights, fitness, helping their children with homework, etc. Some of these efforts have been initiated or facilitated by the Parent Cadre, which includes parents, faculty, and staff.

As positive as parental involvement is in the building, there is a desire to make it even better. Recent site-based management plans require a campus-level leadership team that must include parents, business members, and community members. The parent representatives have already been selected by lottery for next year.

The Former Principal

The former principal's three-year stay at Hollibrook ended in the summer of 1991 with her decision to accept a position with the Accelerated Schools Consortium. Her leadership at Hollibrook started with her request to move within the district from an assistant principal to principal position. When assigned to Hollibrook, she reported feeling that she was being demoted or punished for some unknown reason. She openly talked about throwing one of her rare "fits" as an adult. Her feelings, however, were not evident in her actions in the building. Prior to the opening of her first school year at Hollibrook, she hosted a party for the faculty to share personal and professional information. Because she was a former special education teacher, the faculty attributed these actions to their belief that she was definitely a "champion of the underdog", and there seems to be no question that Hollibrook was an underdog.

When the teachers talked about the former principal, one of the things that they often mentioned was her interest in and involvement with children. She visited

classrooms and often participated in the activities with the children. She also taught various lessons and a thematic unit to one group of children.

The Principal

At the beginning of the 1991-92 school year, a new principal was transferred into Hollibrook. Having almost ten years experience as principal and four years as assistant principal, he had spent two years in the district at a smaller school with a similar student population. His move was prompted by his request to move into a larger school with assistant principals. As he explained, "I wanted to go to a larger school and get some different experiences and begin to broaden my horizons."

He was one of two individuals the former principal recommended as her replacement. Because the former principal resigned during the summer, only those few of the steering committee members who could be contacted had input into the selection of the new principal. Likewise, the new principal did not have an opportunity to be involved in the selection of the two new assistant principals who also entered the building with him. He did, however, have the support of the central office and the former principal. At the opening of the school year, both the former principal and superintendent came to speak to the faculty and staff. At this time the superintendent and former principal expressed their support for the new principal, faculty, and staff.

The District

Spring Branch has a reputation for being a "good" school district. For many years it was described as an affluent district that was relatively free from the problems of a large neighboring urban school district. Over the last ten years, however, social and economic conditions have worked to change the character of the district substantially. The effects of these conditions are most evident in the terms "north of the freeway" and "south of the freeway". Although there are exceptions, the schools "north of the freeway" now serve populations of students as foreign to the old-time patrons of the school district as the countries from which they come. Desks once occupied by middle-class White students are now filled with children from countries such as Mexico, El Salvador, Vietnam, and Nicaragua. Teachers, who once closely matched their students in ethnicity and background, now strive

to learn the language and culture of their students. Curricula and traditions that for many years proved to be successful are now viewed as being, at a minimum, woefully inadequate and, at the extreme, criminally unjust.

Spring Branch continues to warrant the reputation of being a "good" school district, but for different reasons than in the past. Problems never before faced nor perhaps ever anticipated abound. Results from state-mandated test scores continue to be some of the highest among the surrounding districts. However, these same scores also point to the wide discrepancy between those students of different ethnicities and cultures.

Fortunately, the superintendent has openly recognized these discrepancies. Lauded as "visionary" by some teachers and parents, the superintendent for the past six years has demonstrated a progressive plan of action that has kept the district a step or two ahead of state-mandated changes. Four years ago, using the correlates from Effective Schools literature, he initiated vertical teams at some of the schools in the district as a means of initiating school improvement. Utilizing some university personnel, each vertical team identified areas for improvement within their schools. Over time, this initiative was refined and carried through with the introduction of campus leadership teams for each school. These efforts are now cited as exemplary models by individuals from the State Education Agency. This has given the district a definite advantage in responding to recent state-mandated legislation requiring a plan for site-based management by the Fall of 1992. From their experiences over the past few years, the district had already made substantial progress in delineating what decisions should be made by whom in moving toward site-based management. The lines of communication between the individual school buildings and the central office are maintained through a District Educational Advisory Committee (DEAC).

That is not to say that all of the plans were exempt from problems or changes. As skillful as the superintendent was, he still walked a tightrope stretched dangerously high above the sometimes conflicting demands. This was painfully evident in Fall 1991 when a decision made by one high school faculty to eliminate homogeneous tracking of students was rescinded due to strong vocal opposition from the parents. Similarly, during the development of their site-based management plan, initial plans to include three parents the first year, increasing one each year to five

by the third year, were dropped because of outside pressure in order to allow more parental involvement earlier in the process.

The district also continued to face severe losses of state funding. In 1984 the district received more than 27 million dollars or 30% of its general fund budget from state support. For the upcoming 1992-93 school year, 8.5 million was projected in state funds, which is 7% of the general fund budget. This reflected a drop of 18.5 million dollars in state funding over the last nine years.

Three Years of Change

Over the last five years, there has been a call for more involvement on the part of parents, students, teachers, and communities in providing leadership within our schools. Terms such as shared leadership, participatory leadership, site-based management, transformational leadership, and restructuring pervade the literature. Just what all of this rhetoric means continues to be studied. This study is representative of one of the many that will hopefully follow over the next decade. The primary purposes of this study were to: 1) determine, through detailed and prolonged observation, how leadership was individually and collectively defined at Hollibrook, and 2) determine how leadership roles were negotiated under this definition of leadership. By carefully studying the perceptions and actions of the faculty and staff at Hollibrook, I intended to move our knowledge about leadership forward from discussion and speculation to an examination of leadership in action. This chapter offers a reconstruction of actions and events that took place during the former principal's three-year stay at Hollibrook. It serves not only to illustrate how leadership was defined and enacted during those three years, but also provides insight into where the faculty was in terms of leadership prior to the 1991-92 school year in which data for this study were collected.

The faculty and staff at Hollibrook did not initially set out to restructure their school. Their efforts were not focused on initiating site-based management or shared decision-making. Their efforts were driven by a recognition that what they were doing instructionally just was not working as well as a desire to make an instructional difference for their children. The events that started to unfold were the results of a grass roots effort on the part of the faculty and staff at Hollibrook. Although a handful of schools in the district, under the superintendent's efforts,

were experimenting with the use of vertical teams to define and initiate school improvement efforts, Hollibrook was not directly affected by these activities. Rather, the Hollibrook faculty and staff were affected by a new principal.

Year One: The Former Principal's Vision and a Common Vision

From the reports of the former principal's actions, I would say that she had a "vision" for the school. Whether or not she, herself, was even aware of just what that vision was or whether or not she had ever articulated it to anyone else is questionable; however, her actions, even from her first day at Hollibrook lead me to believe that her focus was on the children, and her vision was to provide these children the kind of education she would want for her own children.

When the faculty and staff talked about the former principal's first year at Hollibrook, they described it as being unlike anything ever experienced before at the school. To their amazement the principal readied the school for the opening day by ensuring that the physical plant was in the best possible condition, by putting up bulletin boards herself, and also by inviting school board members and the superintendent to observe. These were to be only the beginning of a long list of visitors to the school that continues today and has included the State Commissioner of Education and representatives of the Secretary of Education.

The former principal also started to ask the faculty and staff a lot of questions. She openly admitted when she did not have the information or knowledge to make informed decisions, and in many cases instructed the faculty and staff to make these decisions while keeping her informed. By asking the faculty and staff such questions as What do you think? Why? Why not? Where is it written?, she was defining, and in some cases redefining, the roles of the faculty and staff. From the data, there is no indication that she intentionally set out to redefine roles; rather, she seemed to be seeking a learning environment that would ultimately ensure success for every child. Once the principal demonstrated that she had more questions than answers and that it was alright not to have all the answers, the teachers also began to question, challenge, and explore many of the traditions they held regarding teaching. By doing so, they were no longer recipients of directives to carry out or curriculum to follow unquestioningly. Rather, they were actively

involved in the examination of how they had come to envision teaching and what that meant for their children.

One of the things teachers mentioned frequently and expressed appreciation for was the former principal's willingness to admit how little she knew, along with her demonstrated "trust" in the knowledge and skills of the teachers. The teachers reported numerous faculty discussions surrounding what they felt were the needs of the students and the appropriate actions necessary to meet these needs. Faculty meetings, referred to as staff development, took on a totally new face. Administrative information and directives no longer served as the primary agenda items. These were dealt with through memoranda and a weekly newsletter. The faculty meetings became opportunities for "professional growth and staff development." Frequently the former principal would provide the teachers with research articles that served as the basis for thought and discussion. Included in these articles were the writings of Henry Levin on the Accelerated Schools Model.

What they were doing, without labeling it as such, was looking at how knowledge is constructed. In their questioning process, they came to realize that some knowledge was based on myths, traditions, rumors, and perhaps even lies. They also learned that knowledge was not "sacred" and could be changed.

There is a parallel that one might draw here with what has been repeatedly tested in the classroom; that is, one of a self-fulfilling prophecy surrounding the level of expectations for students. Teachers were expected to be hard-working, dedicated individuals who carried out the curriculum provided by the district. The high turn-over rate during this period for teachers, however, would suggest that this role was perhaps problematic for some.

The former principal challenged these expectations for teachers through what she called "Socratic dialoguing." She shared how difficult this was at first:

> That was the hardest thing to do first was to try to get it across to them [teachers] that I wanted them to be the best that they could be, just like they wanted their students to be the best they could be. If they weren't, then it was my fault, and if their students weren't, then it was their fault.

During the first year the principal's actions served to broaden the faculty and staff roles to include generating and utilizing knowledge. When the former principal changed the format of the faculty meetings, even changing the name to staff development meetings, she brought in research, literature, and articles with the expectation that teachers would read, question, and discuss these as consumers and creators of knowledge. These readings and discussions included such topics as grouping, student expectations, curriculum integration, and bilingual instruction. The explorations of the faculty and staff at this time were not necessarily driven by a preconceived nor step-by-step plan, but instead were driven by a desire to learn from their own actions and the actions of others.

Not all of the teachers valued these interactions. Some were resistant and thought at first that this was a waste of time:

> Oh yes, there was lots of hostility. People felt like I don't want to do this. Some people thought—the ones that were set in their ways and were used to doing things and were successful at what they were doing—didn't like the change. They didn't like having to learn polling. They didn't like to do new concepts. They didn't like having to learn anything new. They felt they knew it all—that type of thing.

Teacher One: "At the beginning we did have a few that were actively resistant—actively voiced it. But once—most of those people have bought into it by now. There still just is three or four."

Teacher Two: "There are some that buy into some parts of it but not other parts."

Teacher One: "And there are some that are passively resistant."

The former principal focused on those individuals who were most resistant. She spent time "dialoguing" with these individuals. She also spent time in classrooms. Occasionally she taught lessons, and in doing so, helped bring underlying problems to the surface. One such incident occurred when she attempted to teach what she described as a "well-planned, beautiful lesson." While presenting the lesson, she became painfully aware of the difficulties of teaching when students were continuously leaving and arriving from related services such as Chapter One and special education. In reflecting on the experience with the classroom teacher, it

became obvious that the procedure of pulling these students from the classroom was accepted as a "given" by the teacher in light of state regulations. It was this incident that prompted discussion and examination of the rules and regulations surrounding servicing these children. By carefully studying what could and could not be done, the faculty and staff designed a way of meeting the requirements while minimizing interruptions that enhanced the instructional program of the students.

The teachers reported that over time the principal brought all but a few of the teachers to recognizing and valuing the changes being considered. When the teachers could support their initiatives with research and/or professional knowledge, risk-taking was encouraged.

There were, however, three to four teachers who did not come to value the direction of the organization. Unlike some school improvement efforts that offer teachers the opportunity to transfer out of the building up front, the principal opted to first work with those individuals who were resistant. It was only after a lengthy period of working with these individuals that the principal offered them transfers. Two teachers provide insight into how these individuals were handled:

Teacher One: "And those who were not dedicated."
Teacher Two: "not happy."
Teacher One: "They had to leave because, I mean they couldn't keep up with it."
Teacher Two: "And they didn't like it, I mean, get a transfer—no problem."
(INTERVIEWER'S QUESTION: How many people would you say left because of that?)
Teacher One: "What—five?"
Teacher Two: "Not many. Not many at all. I would say under five."
Teacher One: "That wasn't anything important. She [former principal] knew after the second year—she knew the ones that were not going to be able to make the changes. She worked with them."
Teacher Two: "She did work with them."
Teacher One: "In a positive way—ok, what's the problem? You have an idea? Yes, ok, well, you know what you don't have to be here. Let's find you a school where you are going to be

> happy—to make you feel comfortable with. Let's find teachers who you can work with, where you can work as you are. Here the vision is changing. You have to be able to work in that. And the people that were having trouble, instead of saying she wasn't going to—she taught us how to help each other."

At the end of the first year, the role of teacher was redefined even further through the development of the Campus Improvement Plan (CIP). In the past the principal, with input from a few select teachers, would write a plan for the school to be submitted to the central office. Most often this plan was a formality, providing some direction for the principal but little, if any, for the teacher. This was not to be the case this time. Instead, the teachers participated in describing their "perfect school," identifying where Hollibrook was in relation to this "ideal school" and outlining the actions that would be initiated to move their school closer to their "vision." Once again, the expectation was that the teacher's role was no longer one of being passive recipient but instead assuming the role of active participant. As the faculty and staff worked through the process, they drew on the knowledge they had gained through their initial efforts during the year. They also unanimously agreed to utilize the Accelerated Schools Model as a vehicle for facilitating their vision—"That by the time their fifth graders left Hollibrook, they would be functioning on or above grade level." This vision has remained extremely important in the decision-making process within the building. There was also the added expectation that the faculty and staff roles included accountability. Because they were now actively developing their own plan, they no longer could place blame on anyone other than themselves. While this was exhilarating, it was also frightening:

> And a lot of teachers, and I think principals too, along with it there is so much responsibility and you've got to be willing to take on that responsibility—accountability. When you say we are going to make decisions, now you can't blame it on the rules at the ad building and now you can't blame it on [state education association] laws and what not. I mean, we are now ultimately responsible. I mean if this school fell apart tomorrow. If the test scores bottomed out, it is our fault.

During this process of developing their Campus Improvement Plan, the teachers also explored alternative team teaching combinations and instructional approaches. The faculty and staff roles then changed to include the expectation that they would participate in developing the master schedule and establish guidelines for the use of space within the building.

Once the Campus Improvement Plan was outlined, the faculty and staff designed a governance structure that would ensure implementation of this plan. This structure included a Steering Committee and various cadres for curriculum, marketing, research and development, and parental involvement. Each faculty and staff member, along with some parents, became a member of a cadre of their choosing. The former principal also asked for individuals who would be interested in serving on the Steering Committee. Six teachers were then selected by the principal from the ones who indicated interest. This committee served as a liaison to ensure communication between the various cadres and to act as a decision-making body on various issues. The intent was to coordinate and expedite decision-making, while at the same time ensuring that the faculty's expertise was at the center of these decisions. When the district policy later required that a campus leadership team be elected by the faculty, the Steering Committee chose to elect four new members while keeping four members from the previous year as a means of providing stability and experience to the group. With the election of four new members in the Spring of 1992, the team for the upcoming 1992-93 school year includes those teachers who have been elected. The intent was not just to provide an opportunity for involvement, but rather to ensure that everyone was involved. The rationale behind this was that unless each teacher was actively involved, the children within his/her classroom would not be represented. The expectation called for active leadership within the governance structure.

The process of developing the CIP was very important. It served to formalize the informal initiatives undertaken during the year. It also allowed the staff to establish a common language and common agenda. This common agenda was centered around their "vision" and served to guide their future decisions and actions. Their unanimous decision to become a part of the Accelerated Schools Model would also serve to support and publicize their efforts, which would be an influencing factor on leadership opportunities in the future.

When the teachers started to act out new roles, student roles began also to change. Previously, because of the actions of the teachers, the student's role was one of passive recipient. They were seen as a "tabula rasa" onto which knowledge was being written by the teachers. Basals and accompanying work sheets were the center of the curriculum. As the teachers began to question and challenge the use of these instructional materials and techniques, the expectations for students were altered. The teachers decided to do away with homogeneous groups and to keep their children all day rather than switching for various subject areas. The teachers also questioned the teaching of isolated skills by subject area and moved toward integrating knowledge and skills across subject matter. Now the students were expected to explore, discuss, challenge, and assume responsibility for their learning. I would argue that this change in expectation for the students, like the change in expectation for the teachers, was to have strong and pervasive consequences for the students' achievement.

During the first year that the former principal was at Hollibrook, the focus was on defining a "common vision" that the faculty and staff were committed to accomplishing. As part of this process, there was progress toward role changes for the principal, students, teachers, and staff members. In the discussion above I have attempted to detail some of these changes in an effort to show how they were accomplished. Table 1 is provided as a summary of actions during the first year that represent movement toward role changes.

The first year was obviously dominated by questions and discussions. One might erroneously conclude then that the key to a successful school is "Socratic dialoguing" and "questioning," but it was much more than just raising questions. Similar questions had been raised previously, although perhaps to a much smaller audience. Now, however, the principal was not only providing opportunities for teachers to participate actively in raising questions, she was also supporting these questions by encouraging action through the distribution of resources.

During the first year the primary resource that facilitated the process of shared leadership was time. The change in the format of faculty meetings provided the most time for the faculty, as a whole, to "dialogue." By communicating general information

TABLE 1: Year One - Leadership Actions

PRINCIPAL	FACULTY & STAFF	STUDENTS
1) raise questions that challenge the status quo	1) raise questions	1) direct their own learning by actively participating
2) bring knowledge from within-without	2) become consumers of knowledge	
3) work with resisters	3) develop vision	
4) move out those who were unable to share the vision	4) develop campus improvement plan	
5) provide opportunities to develop the vision	5) accept responsibility for being accountable	
6) facilitate with time and resources the changing roles of teachers and staff	6) determine how time/space would be used	
	7) develop a governance structure	
	8) participate within the governance structure as a "voice" for their students	
	9) legitimize with time and resources the changing role of students	
	10) interpret creatively policy and procedures	

and administrative tasks in a weekly newsletter and memoranda, the principal allocated time for the faculty to explore issues, speculate, and plan. The principal also encouraged questioning of instructional practices by spending time in classrooms. The message she conveyed was that they all were learners—students, teachers, and administrators. She also allocated countless hours before and after school to meet informally with teachers. Once again, this served to strengthen both the teachers' role and her role as instructional and professional leaders.

As the faculty and staff engaged in developing the three-year Campus Improvement Plan (CIP), the principal also began to support new roles through the distribution of financial and human resources that encouraged action. Possibilities

that had been discussed, but not implemented, now became part of the plans for the second year. Allocation of space, time, and human resources made possible innovative programs such as the Continuum, Spanish/English classes, cross grade level physical education, and a variety of team teaching situations.

But perhaps most important of all, the principal ensured faculty and staff involvement in creating a "common vision" that would guide their journey:

> So, I don't think [former principal] planted or did Hollibrook all by herself. I think that she started talking to people and letting us build our vision—together we all came about it. I think that she came into Hollibrook and said "No, this is my first experience in an elementary school and I want to make it the best ever." I think Henry Levin came across her desk by accident. You know, and it just happened to come at the right time. And we all knew we were floundering. Everybody here in the building knew we were not being successful. It wasn't just the fifth grade teachers who were going "There goes another one I lost," you know. Um, so we were ready. And she could see that. Almost like ripe fruit. And, um, so when she started talking with people she would talk to different people in the building. And I think of like planting seeds almost. She would plant an idea in me and let me mull it around a bit, reading an article or something. And then she would talk to somebody else. She always had time to do that. And she was up here late, late, late hours doing that. And towards the end of the first year she was here, we got together and talked more as a whole group. And all realized that we had a common goal that we wanted to achieve. And we talked about our common goal—of everybody leaving fifth grade on grade level. And talking about how they needed to be competitive when they get out of this school. And being a new teacher way back seven years ago when I got here, I never thought about, you know, when the fifth graders leave that they are going to go and have to compete. It never really occurred to me. I was just kind of functioning in my little fifth grade cocoon. And when they are gone, they are gone, and I get another group. And I never really thought about anything beyond that. And so she helped me, you know, come around. And helped the whole building, I think, come around to a common idea and a common vision.

Year Two—Bringing a Common Vision to Life

As the faculty and staff moved into year two, it was this "common vision" that needed to be brought to life. The discussions that dominated year one now were to be followed up with action. However, as actions were initiated it became evident that there was always the need for continuous discussion and clarification of the "vision."

As a means of keeping this discussion and action going, each cadre reported their actions to the faculty and staff on a regular basis. Reporting to the faculty and staff was especially important to keep everyone aware of what was taking place and to apply subtle pressure on the cadres to act.

The faculty and staff also had an added dimension - the Accelerated Schools Model. The basic principles of the Accelerated Schools Model—l) building on strengths, 2) unity of purpose, and 3) empowerment with responsibility—became more and more a part of their common language. The Accelerated Schools Model provided a "skeleton" which guided the continuous reclarification of their vision and actions to work toward this vision.

This reclarification was accomplished primarily through staff development. It was obvious that changes in the school entailed much more than just saying "Now we are an Accelerated School." There were hours and hours of faculty and staff discussion surrounding what they wanted this to mean and what it would look like in their building. One teacher shared her reflections on this time:

> Towards the end of the first year that she was here_ And then _ the second year she was here and they saw some impact on the things that they were doing especially with the Accelerated Model. Then changes started happening, and people started saying, "Yah, this will work. You know, let's try this." And everybody got a commitment that way.
> (Interviewer: Was there one major event in particular that marked the turning point?)
> It would just have to be the training that [former principal] did—the Accelerated training the Levin Model and things like that.
> (Interviewer: And she trained the whole staff?)

> At that time she did whole staff development all the time. And it was kind of like it was drummed into you. That type of thing. Here it is. We are going to go over it every single time. This is it. This is it. Read this. Read this.

It was during this time that the faculty and staff expanded their efforts to bring parents more into the school. The traditional avenues to include parents in teacher conferences and open houses continued, but the faculty and staff also implemented what they called *Gente a Gente*. In an effort to get more parents into the building, the faculty and staff organized small groups which went out to the apartments to talk with groups of parents. Although the faculty often addressed a handful of parents, it was the beginning, and a favorable message spread to other parents. The message was that they were needed at the school to help in the education of their children. At this point their role was not well defined other than that of being "present" in the building. Whether it was these efforts or the overall change in attitude within the building that prompted an increase in parental involvement is debatable. In any case, more and more parents started to come to the school. The former principal tells a story of the fire marshall's warning that the cafeteria, the largest room in the building, was beyond maximum capacity during a Parent Teacher Association meeting.

Involvement in the Accelerated Schools Model also precipitated a change in the role of the principal near the end of the school year. What faculty, staff, parents, and students had accomplished was now becoming more evident in changes in standardized test scores. Interpreting these successes and presenting them to others outside of the building became the role of the principal. Because of their connection with the Accelerated Schools Model, the school had an avenue through which this could be accomplished. Now Hollibrook was being highlighted in the newsletter written by the Accelerated Schools Project. Outsiders started to inquire about visiting the school, and another leadership role for teachers began to emerge that would become more evident in the third year.

The most significant changes, however, remained in the classrooms as teachers, staff, and students worked together. Because the former principal spent time in classrooms, she was also able to highlight individual teachers. She formally identified, for the faculty and staff, individuals who had strengths in different areas

such as use of the writing workshop, use of math manipulatives, and integration of skills across subject areas. She openly encouraged the teachers to observe and learn from each other. In doing so, she supported the leadership action of sharing knowledge demonstrated in the classroom or in a particular program. Two teachers described what this meant for them:

> I think a lot of it has to do with—[former principal] gave us the confidence that we were competent teachers. We knew what we were doing and it was working.

> You keep doing staff development, and you keep going and observing teachers. And you keep wandering the building so that you can keep growing because you never arrive. You keep going, and going, and going. The teachers are learning as much as the students are learning as much as the principal is learning.

The former principal also attended conferences and workshops seeking out new materials, programs, techniques, and ideas. She brought these back to the faculty and staff for their information, to be used as they saw fit. At the same time she was aware of the needs of not only the students but particular teachers as well and would suggest participation in activities that would provide them with the needed skills.

The teachers focused on implementing the planned programs and utilizing the instructional techniques they had agreed upon. The results of their efforts began to become more evident not only in improved test results but also in student actions. Some of these changes were discussed by the teachers:

> I think they [students]—they latched onto this sense of learning as being important, as school being important, and reading as being something that you do because you love it and that sort of thing and the values, I think, that we really have tried so hard to display. I think the kids are really starting to incorporate those and share those. I have a little boy, wonderful little student, who was in school yesterday and today and will be here tomorrow. It is the Vietnamese as well as the Chinese New Year, and in the past he has never come to school on those days. And he is here

> because he told his father that he wanted to come to school. He thought that was important. And it was his choice. And his father accepted that decision and let him come. And that was a first for this child to want to do that. And I think you see more of that. You have more kids showing up sick, not because their parents wouldn't stay home with them, but because they felt that it was important that they go to school. And so we had the flu wipe us out because they wanted to be here so badly. And I think they are trying to learn now in a way that they were just putting in the hours before, you know, this is what I have to do. It is kind of my job. And now it is more like this is my career and this is something important to me.
> . . . I think [students] are more able to make mistakes and learn from their mistakes. They are not so afraid to put a wrong spelling word on a paper. It is ok to invent that spelling because we will fix it. It will get fixed. I think they are aware that it will get fixed . . . I think [students] think reading is more fun. They are actually reading books, and they can find out that reading is actually fun. I mean you can do that for fun. It is not something that you do so that you have to answer the questions at the end of the chapter or the end of the basal story or whatever.

Some of these changes were evident even to those not directly involved in the academic areas:

> The second—towards the end of the second year that I was here, which is the first year that we really implemented Accelerated School, you could tell. There was a drastic change. I mean people's attitudes were different. Students were different. The nurse reported that the kids going in for stomachaches or headaches had gone way down. They wanted to be in there. They wanted to be learning. They didn't want to be out running the halls and looking for trouble. They were busy. They wanted to come to school. And I think that news and all the little things that had changed all came together. And then we noticed the whole thing.

During year two the faculty and staff also implemented a program they called Fabulous Friday. This program represented one of their fundamental beliefs surrounding the needs of their children and their role in meeting these needs. Believing that their children needed the same experiences that children from middle

class families are afforded, the faculty and staff designed an extensive selection of activities which the children would participate in on Friday afternoons. These activities included such topics as piano, swimming, ecology, violin, science, square dancing, girl talk, adopt a grandparent, literary abstractions, sketching, etc. The object of each session was to expose the children to a variety of experiences while developing vocabulary and a background of knowledge that they then could draw on for reading and writing. The response from the teachers and students has been overwhelmingly positive. Children from grades one to five were learning together helping each other. Teachers were getting to know children across grade levels. Teachers were working cooperatively to rework the traditional schedule in order to find time for new experiences, yet provide the necessary academic programs for the children.

Year two for the faculty and staff at Hollibrook was dominated by action as they worked to bring life to the "vision" they had negotiated during the previous year. In Table 2 these leadership actions are summarized in order to show the movement toward redefining leadership roles for students, parents, faculty and staff, and the principal.

TABLE 2—Year Two—Leadership Actions

PRINCIPAL	FACULTY & STAFF	PARENTS	STUDENTS
1) bring parents into the building	1) bring parents into the building	1) be present within the building	1) determine Fabulous Friday courses to be taken
2) facilitate continuous reclarification of the visions and actions to work toward the vision	2) bring knowledge skills for others to see within the classroom or for the whole faculty		2) assume responsibility for integrating knowledge across situations
3) interpret successes and present to insiders and outsiders	3) implement actions from CIP including innovative programs		
4) seek instructional programs, materials, ideas, etc. to bring to the faculty	4) review instructional programs, materials, ideas, etc., to determine if appropriate to attain vision		

Year Three—More Discussion, More Reflection, More Action

At the end of year two, the faculty and staff again engaged in the process of examining what they "envisioned" for their school and the progress they had made toward this vision. As a result, some cadres were eliminated while others were

initiated, reflecting the needs for the upcoming year. One area that remained a priority was parental involvement. Although progress had been made toward bringing parents into the building, the faculty and staff desired much more. The faculty and staff wanted to develop further lines of communication with the parents and also provide more support to the parents. Because of this, two decisions were made that influenced the role of parents within the building. The first decision was to redirect monies that were available for a second counselor to hire a social worker. The social worker served as a resource to the parents, providing information on what social services were available to them. She worked closely with the faculty and staff and provided support for them as well. If parents were unable or unwilling to come to the school, she could go out to the homes, sometimes with the teacher or administrator, and talk to the parents. Since she was Hispanic/Latina and fluent in Spanish, she was able to communicate or translate at a level that was not always possible previously. The second decision involved establishing a parent center within the school building. An empty classroom was utilized for the parent center with the social worker's desk in the same area. A parent assumed responsibility for directing the parent volunteers. This individual coordinated the teachers' requests for assistance with those parents who indicated that they were willing to help. Some parents indicated their willingness to assist directly with students in the classrooms, while others wished to provide support outside of the classroom. During this year there were approximately 200 parents who volunteered on a regular basis within the school.

During the third year, the principal spent more time outside of the building presenting information about Hollibrook to other schools and businesses. In doing so, she was able to secure monies for some of the programs the school had initiated. At the same time, her absence served to necessitate the teachers' involvement in leadership roles within the building.

The most visible leadership roles for the faculty and staff came from those individuals who were Steering Committee members. These individuals met at least twice a week and served as a decision-making group and liaison with the cadres and faculty. Because of the number of team teaching arrangements and use of staff as resources, teachers within this committee could take some time to meet during the school day. Most of the time, however, this group met before and after school. Although these individuals reported valuing their involvement in this committee,

there were indications that some individuals became disgruntled with the amount of time they were investing in meetings. The former principal told of one occasion when she became upset with a teacher's behavior during a meeting:

> She rolled those eyes in the middle of a Steering Committee meeting one too many times. I mean she was sitting on the edge of her seat every time we met just wiggling and things like that. She would look at the clock and everything. I don't know even what I said. Maybe I didn't say it, maybe somebody else did. I saw her eyes go up in her head one more time. And I said "Forget it. I'm sorry if this management is an inconvenience to you [teacher's name] and to the rest of you. Consequently, we will just not have any more. Good bye. Go home. Have yourself a beer and forget it." I got up and left. And that was not a good management technique at all. Well, you know, some times you just get tired of it.

The interesting thing is that the teachers reported that they continued to meet for weeks without the former principal. The issue appeared to be resolved by the principal writing a piece in their weekly newsletter. After this, she returned to meeting with the group.

Another incident that occurred during this year was also indicative of the process of negotiating leadership roles. In this instance the Steering Committee meetings were canceled for a period of time because it was difficult to meet with the principal, who was out of the building often. The teachers continued to meet informally. After a short period of time, the principal told the teachers that they could not meet without her because she needed to be kept informed of what was going on so that she could respond to questions regarding what was taking place in the building. The teachers reported pointing out to the former principal that telling them they could not meet without her was inconsistent with shared leadership. The issue was resolved when they agreed to keep one day a week for the principal to meet with them and the other day open for their agenda. I believe these kind of actions and interactions are indications of leadership role changes that were taking place.

The influence of district policies and procedures was also felt at various times. In one instance the teachers' decision to meet during a teacher workday led to a

conflict. The district policy, generated because of state mandates, was that teachers were not to be in meetings during teacher workdays since this time was allocated for teachers to spend in their classrooms. On one occasion the teachers decided that they would like to use this time to meet, as a group, for planning. Inadvertently, this information leaked outside of the building. A formal complaint was lodged to the superintendent by someone from another building. The superintendent then informed the former principal that the teachers were not to be meeting on that workday. The former principal called the teachers together and explained the problem. The teachers reported being very upset. They told about first reacting childishly by taking turns telephoning the person who had lodged the complaint with the superintendent, asking if they could meet that day. Once they calmed down, they decided to formally lodge a grievance with the district for not being allowed to determine how they spent their workday. It was an experience like this one that brought the teachers to reflect on how policy affected their actions and to realize the importance of their involvement in policy making.

During the third year, visitors started to come in larger numbers to the school. Students and teachers assumed responsibility for introducing these visitors to Hollibrook. Individuals from local and national newspapers and magazines continued to report on Hollibrook's programs and successes. The faculty and staff's role now involved explaining and demonstrating what they were doing to the professional community. This served to support not only their programs but also the leadership roles that students, faculty, and staff were assuming.

In the third year many of the leadership actions established in the previous two years continued. The faculty and staff continued to raise questions, explore, and implement changes. Now, however, the need for more resources, both monetary and human, became especially important. The former principal assumed the primary responsibility for seeking outside funding for their planned actions. The faculty and staff worked together to find ways to create time to meet and plan. The leadership actions continued to broaden as shown in Table 3.

TABLE 3: Year Three—Leadership Actions

PRINCIPAL	FACULTY & STAFF	PARENTS	STUDENTS
1) seek monetary resources for planned actions	1) share knowledge gained with outsiders 2) serve as resource for the parents to locate outside resources for physical needs 3) work cooperatively to find time to meet 4) challenge district policy and procedures	1) assist within and outside of the classroom	1) share knowledge gained with outsiders

Summary—Three Years of Redefining Leadership Roles

Through the actions of the principal, faculty, and staff during the three years, new leadership roles were being defined within the building. Although these leadership roles were in their infancy, they were balanced between three areas: instructional leadership, professional leadership, and organizational leadership. These roles were facilitated by allocating time, money, and human resources.

The faculty and staff at Hollibrook challenged the status quo through the inquiry process and risk-taking. I believe that, by encouraging leadership actions in all three areas, they moved toward defining leadership roles for parents, students, the principal, faculty and staff that increased the potential for change within the organization. This leadership involved the use of "noncoercive influence" to direct and coordinate the activities of the faculty and staff toward the accomplishment of their objectives. This leadership increased formally the number of individuals

exerting this "influence." Not only did they formally recognize the right to lead, but they also provided the structure and support that increased the opportunities to lead. Defining leadership was an on-going process with roles and responsibilities constantly being negotiated and renegotiated.

Analysis of the actions of the faculty and staff of Hollibrook over the three year period led to the development of a typology (see Figure 1) for studying leadership within an organization. This typology depicts the three areas of leadership within which leadership opportunities were supported. Within the first area, **Instructional Leadership**, the focus was on the **"act of teaching"** with the purpose being improvement of instruction. The leadership roles that emerged involved primarily the expectation and responsibility for careful examination and questioning of practices in relation to what these practices meant for the children. Instructional leadership roles were demonstrated at the classroom or program level as individuals shared their expertise with others within the building. In some instances these leadership roles were at the school-wide level as faculty and staff presented instructional ideas and techniques with the whole faculty in workshops and staff development meetings. Many of these leadership roles occurred also on a more informal basis as teachers came together to team teach or work collaboratively with others in an effort to improve instruction.

The second area, **Professional Leadership**, focused on **generating and utilizing the knowledge base** made available through research and related literature. Within this area leadership roles included the responsibility for examining and using theory and research to guide practice and ensure informed decisions. These leadership roles were exhibited on a school-level as teachers read, discussed, and attempted to utilize theory to guide practice. They were also demonstrated within the professional community as the faculty and staff shared their knowledge with others outside of their school. This was evidenced in the teachers' willingness to interact with numerous visitors, allowing them to enter their classrooms as critical observers. These leadership roles were also demonstrated when some of the teachers participated in presentations for and training of other teachers and administrators.

The third area involved **Organizational Leadership,** with the focus being on the **over-all well-being of the organization**. The legitimized leadership roles

included: 1) developing a climate where individual strengths were recognized, making members of the Hollibrook community feel like valued members of the organization, 2) designing a governance structure that ensured participation in forming and implementing the common vision, and 3) examining district and state policies and procedures with an eye toward "creative" interpretation that would allow for new instructional approaches and techniques.

In this typology the areas identified as low, moderate, and high represent the leadership potential of the organization to initiate and sustain change. If leadership roles are defined in one area and not the other two, the potential for organizational change is low. This has been seen in instances where change efforts focused primarily on creating an organizational structure that involved organizing committees or cadres that allowed for participation of administrators, teachers, students, parents, and community members. Often these efforts meet with limited success. This has also been the case when instructional programs have been initiated that do not become pervasive or stand the test of time. In other instances, this has even been the case when a body of research was used to guide actions in schools with minimal effect.

Establishing leadership roles in two of the three areas increases the potential for change. The highest potential for change, however, occurs when leadership roles are facilitated in all three areas. Within this organizational culture more opportunities exist for members of the organization to contribute. Individuals can assume leadership roles in the area(s) in which they are most knowledgeable and comfortable. Under these conditions, members of the organization bring together their skills and expertise, research, and an organizational structure, which in combination serve to increase the potential for substantive and sustained change.

The focus of much of the literature on leadership seems involved with the area I have defined as organizational leadership. Numerous articles and books address principals' and teachers' roles in establishing an educational vision and climate. Many others suggest governance structures and possibilities for restructuring. Few, if any, focus on what I call "the silent leadership" in the professional and instructional areas. These individuals lead in almost an invisible manner but have a great influence on instruction. These are teachers who others come to respect for their "teaching." Likewise, these are the individuals who continue to examine

research in an attempt to better the practice of teaching. In defining leadership at Hollibrook the faculty and staff have recognized and supported instructional leadership and professional leadership roles which created an organization that had a high potential for learning or change.

At the end of the third year the faculty and staff at Hollibrook were well on their way to being an organization that was learning how to learn. They were accustomed to assuming instructional, professional, and organizational leadership roles. As participants in the Accelerated Schools Model, the faculty and staff possessed a thorough background in the philosophy and tenets of the model along with a common language and agenda that had been developed in a three-year process. They were proud of their accomplishments and confident in the direction they were headed. As they closed out the school year, the fact that they would be starting the fourth year with a totally new administrative team was not yet known. The resignation of the former principal during the summer months would put to the test the leadership roles that had been defined over the past three years. Feeling good about their "successful journey," they were unaware of the rough road and challenges that lay ahead for them.

A New Administration

> Somebody new coming in—I think it would be very, very difficult for anybody to come into this school and try to lead a bunch of people who already have a notion of what they want to do and where they want to go. But you can't replace [former principal]. I don't care who it is. [New principal] is wonderful but [former principal] is a visionary leader.

When the new principal and two new assistant principals joined the Hollibrook faculty and staff for the 1991-92 school year, they did so at a distinct disadvantage. The new principal was replacing a person many of the teachers believed could not be replaced. Because the former principal resigned during the summer, only those steering committee members who could be contacted had input into the selection of the new administrative team. Not only was the new administration an unknown to the faculty and staff, but they also, as the faculty and staff stated, had some "mighty big shoes" to fill.

From the data collected throughout the year in interviews and observations of meetings, it was much more than one pair of shoes that they were expected to fill. This was especially true for the principal. Each faculty and staff member interviewed talked about his/her expectations for the new principal, some of which were in conflict. For instance, some teachers felt that he should be very visible in the classrooms, functioning as an "instructional leader." Others described their expectation that he was to act as the "keeper of the dream" but not spend time in their classrooms. Although the expectations varied from member to member, most of those individuals interviewed and many others informally stated how important they felt the principal was for the success of the organization:

Teacher One: "I think initially it must be a strong principal."

Teacher Two: "I think it can come from [faculty and staff], but you still are not going to have everyone buy into it unless the principal agrees to it."

Teacher Three: "Plus you've got to have that facilitator to make it happen for you."

Teacher Two: "You can sustain it over time, but you have to have a visionary person to take the heat from the administration building. You know, if your leader is not willing to take that heat, then you can forget it."

Teacher Three: "You have to have a facilitator as a person to go to the administration building and fight for what we are trying to do. I mean, we don't have the voice."

But I still think that there has to be one person who knows the direction everybody needs to be going in—like the [emphasized] instructional leader. Just from my own standpoint, I feel that needs to be the principal. Not necessarily the one who says you do this, and you do this, and this is the way it will be, and these are the decisions, but he is more like the facilitator and the one who knows how to get the job done, and knows how to get people to get the job done. So, yes, I think there needs to be one leader or leaders."

I think that the principals should be instructional models. They should be leadership models. I think it is great that the rest of us are strong. I think

> there are leaders in different ways. My strongest suit is language arts and teaching whole language. I can be a leader in that regard and take some steps toward that. There are lots of people here who have lots of strong talents. But setting the climate and the direction still needs to be guided by the administrators. You've got to—if the principal is the dream keeper in Accelerated Schools, he has to know what the dream is and really buy into it.

Not only did the principal have to learn the traditions and operating procedures already in place within the building, he also inherited an organizational structure that had been designed over the past three years to ensure shared leadership. This structure included the Steering Committee made up of eight teachers who met at least twice a week; five cadres (marketing, staff development, curriculum, parents, and research and development), the team coordinators, and grade level teams.

In addition, he faced a strong faculty and staff that were accustomed to assuming instructional, professional, and organizational leadership roles. The faculty and staff were openly mourning the loss of the former principal, and although they recognized that the new principal had been recommended by the former principal and expressed confidence that they could continue "doing what they were doing with success," they were concerned.

There also were the underlying questions that insiders and outsiders were voicing: "What would the new administration mean for the school? Would Hollibrook remain a successful school, or would the school lose its success along with the former principal?" So, in a sense, the new administration was under a microscope. The number of individuals looking through this microscope was increased by the school's involvement with the Accelerated Schools. Researchers, writers, and visitors were studying the school, many times as skeptics looking for weaknesses. From his first day in the building, the principal was answering phone calls from individuals asking for detailed information about the school. The teachers even offered to make him a "cheat sheet" so that he could accurately answer questions. Obviously, the new principal had stepped into a very difficult and unusual position.

Leadership Roles Discussed

Early in the school year, the principal met with his two assistants for an administrative team meeting. During this meeting he carefully laid out his beliefs surrounding what their leadership roles should be within the building. Portions of this discussion are shared here in order to provide insight into the leadership roles the principal intended for the assistant principals and himself.

> We must keep the traditions going . . . It must be a part of the whole soul of the staff . . . We need to document what happens along the way . . . We need to create time . . . We must reward innovations and stifle the status quo . . . We must meet with kids as a means of freeing up the teachers . . . We must get followers to become leaders . . . We are facilitators, consultants, team members, negotiators, mediators, managers of change . . . We need to talk to [faculty and staff] and let them talk to you.

The district also developed a model for increasing school effectiveness through more campus-based decision-making. In this model seven major decision areas were outlined along with how those decisions would be made, monitored, and evaluated. Roles for central office and the campus leadership teams [formerly called the Steering Committee] were identified. Leadership roles were discussed formally and informally to increase participation in the decision-making process.

Leadership Roles Enacted

How leadership roles were enacted, not discussed, ultimately reflected how leadership was defined within the building. During the 1991-92 school year, actions and interactions were observed between faculty and staff in Steering Committee meetings, faculty meetings, cadre meetings, and one meeting with district administrators. Data collection and analysis procedures were followed as described in the Prologue. In this chapter an in-depth analysis of leadership during the 1991-92 school year is offered. Although there are numerous directions from which one could present this information, the approach I chose to examine leadership in the context of issues or concerns that developed during the year. It is my belief that under these circumstances opportunities for leadership emerged.

The actions and interactions surrounding these issues and concerns then served to demonstrate how leadership was both defined and leadership roles were negotiated.

Within the field-generated categories I constructed from data analysis were the categories of issues/concerns, teacher leadership behavior discussed, teacher leadership behavior enacted, principal leadership discussed, and principal leadership behavior enacted. Data points within these categories were further analyzed in an effort to identify commonalities. The data points within the category of issues/concerns could be placed within the three categories of instructional, organizational, and professional. Because of the typology that was developed from analysis of leadership roles over the three previous years (see Chapter Two, Figure 1), I chose to proceed in this manner. By doing so, it was my belief that changes in leadership roles could be more clearly presented. In the remainder of this chapter, I will focus on some of these issues/concerns that emerged during the year in an effort to show how these interactions served to shape leadership within the building.

Professional Leadership

Within the area of professional leadership is the opportunity to utilize the knowledge base available from research and to share knowledge gained with individuals from outside the school. Numerous issues/concerns emerged during the school year within the area of professional leadership.

One of the issues involved who should be responsible for meeting with visitors to discuss the Accelerated Schools Model, explaining how instruction was implemented to meet the philosophy and tenets of the model, and touring the building with the visitors answering questions. In the previous year the students were involved in greeting the visitors. Early in the year the principal raised concern about the loss of instructional time for the students. Some teachers indicated that they felt the experience was beneficial to the students. In a Steering Committee meeting, however, the group agreed that the number of visitors had increased to the point where it was requiring too much loss of instructional time for the students. Therefore, it was decided that this would no longer be a role for the students.

In the past those teachers who had been trainers for the Accelerated Schools Model assumed this activity. During the year, however, the principal expressed that he thought others should be encouraged to assume this task. Slowly, he involved more teachers in meeting with visitors. In doing so, he successfully expanded the professional leadership role to include more teachers within the building.

Another concern that surfaced repeatedly during the year involved the need to study and utilize research to improve instructional practices, and the need to conduct research on the instructional programs that had been implemented within the building. The former principal had set a precedent for providing copies of research and articles for the faculty to read. She had also used staff development meetings to discuss this research and articles in depth. Although the principal continued occasionally to provide research and articles for the teachers, time was not allocated in the staff development meetings to discuss this information. Therefore, the opportunity for faculty and staff to lead within this area was no longer supported, and leadership within this area was not evident. One teacher expressed how she felt about this change:

> The format of the staff meetings has changed to the extent that [sigh and five second pause] I am lacking. I don't feel like I've gotten any input. I'm like HAL in the movie 2001 Space Odyssey. I'm needing—or short circuiting. I'm needing input. I'm not getting any input. I'm not getting any further development. It's kind of come to a semi-screeching halt. [Administrators] are mostly going through the motions. We'll talk about this. We'll talk about—it's taking care of housework which could be done in another communicative form.

The need to plan and conduct research on the instructional programs implemented in the building was expressed on numerous occasions during the year. The faculty and staff's decision to allow outside researchers into the building and participate in providing and collecting data did encourage professional leadership within this area. Their role, however, was very limited in that it was more a matter of cooperation rather than direct involvement in conducting research. At various times individuals indicated a desire to actively engage in conducting their own

research; however, time was not provided for such efforts. Therefore, leadership roles within this area were never fully realized. One teacher, who did actively participate in developing an action research project in conjunction with outside researchers, collected data regarding the Continuum (see below). In this instance outside resources provided release time for the teacher. The results of her efforts, however, were not shared with the faculty as of the end of the school year. At the end of the school year, the faculty made a request for the development of an in-house Research Cadre that would organize efforts in this area. The Campus Improvement Plan would still have to be modified to include objectives within this area to provide direction for this cadre. When a draft of this case was shared with the faculty and staff of Hollibrook, they indicated that the teacher who undertook the action research project had presented a draft to the Steering Committee in August, 1992. The CIP had also been revised to include objectives for an in-house Research Cadre.

Instructional Leadership

Instructional Leadership, as being used in this study, focuses on the "act of teaching" with the purpose being improvement of instruction. Numerous issues/concerns surfaced during the school year within this area.

Perhaps one of the most controversial issues to surface during the school year involved the Continuum, where teachers remained with the same students for more than one year. Approximately fourteen teachers were involved in the Continuum during the 1991-92 school year. Some individuals indicated their perception that the Continuum had inadvertently caused a tracking system within the building. Their belief was that by keeping certain classes intact over a number of years, the population of students within the class becomes skewed to the upper end. The following discussion, which occurred in a Steering Committee meeting, was indicative of the exchanges that took place surrounding the issue:

Teacher One: "something has to be done."

Principal: "This school got where it was because [of what] they've done for kids. If all of us here truly believe what we say, then there is no way this should be happening. Somebody

played some games. Do we completely throw these kids away for this year?"

Teacher One: "It is more than one year because teachers move up with their kids."

Principal: "How did this happen?"

Teacher Two: "We were told we couldn't put students in certain classes because they were moving intact."

Teacher Three: "When we [divided classes] in third grade, we took others and evenly divided up the students. We spread out behavior problems. I'm not sure how [teacher] got a stacked class."

Teacher Four: "As Chapter 1 we pick up an eligibility list of those students 45% and below. [Teacher] had a huge sum, other classes only had one. Now tell me something is not wrong when you can spot this at the beginning of the year."

Teacher Five: "My class is like that too. I had the low group." [This teacher is part of the Continuum.]

[later in the discussion]

Teacher One: "If you don't have a heterogeneous group by fourth grade, you are screwed."

Teacher Five: "I know where I put those kids. Some teachers took advantage. It really bothers me. Are we here for the kids or to have the best room and highest scores?"

Teacher Two: "What is to say that teachers who follow up students—are they closed classes?"

Teacher Six: "No, it has never been closed."

Teacher One: "No, but it limits the number that can be put in. Students moving in tend to have more problems."

Teacher Seven: "I got five new kids. Three have behavior problems."

[later in the discussion]

Teacher Six: "On pink and blue cards what if we had test scores. We could make sure equality is happening?"

Teacher Five: "We could do it in the computer."

Teacher One: "Yes, could weigh it. I have five level ones."

Principal: "We need to continue this discussion."

Teacher Seven: "I think we need to talk with the fifth grade as soon as possible."

[Interruption causes meeting to come to a quick close.]

This discussion is typical of many of those observed throughout the year. Because of the organizational structure and the variety of individuals actively involved in this structure, information provided in discussions was varied. The organizational climate, developed over the previous years, also allowed information to surface. Although information was presented that supported both sides of the argument, the need for hard data was not discussed and time was not allocated to explore the issue in depth. This issue was raised repeatedly throughout the school year, yet it wasn't until the end of the year, when classes were being organized for 1992-93, that time was again devoted to the issue. At a faculty meeting the issue was discussed heatedly. As part of this discussion, guidelines were suggested in an effort to prevent tracking of any students. After the faculty discussion, the issue again went back to the Steering Committee where these guidelines were formally written out for the faculty approval. These guidelines were used to organize the classes for the 1992-93 school year.

Who makes what decisions?

Within the context of this issue, leadership roles were defined. The role of the teachers included raising issues and bringing information to the group. Because time and resources were not allocated to explore the issue in depth, however, the role of teacher as critical examiner of instructional practices with the intent of improving practice was minimized. These interactions lessened the opportunities for leadership within the area of instructional leadership.

Early in the school year, the teachers expressed a need for a technology person to coordinate the use of computers. More computers had been acquired; however, there was no plan for how these computers should be used instructionally with the students. This issue was brought to the Steering Committee. In exploring the issue, the teachers noted the small class sizes in the fifth grade and that one fifth grade class seemed to include an unusual number of lower functioning students with behavioral problems. After numerous discussions, the Steering Committee decided to explore the possibility of dispersing these students to the other fifth grade classes. They felt that by separating some of these students they would be decreasing the behavior problems. At the same time, a teacher could be assigned

the technology position for the building. As part of the process, they called in the fifth grade teachers. After a lengthy discussion, the fifth grade teachers agreed, and procedures were carefully laid out to move forward with this decision. The fifth grade teachers had worked out all of the details and were ready to begin the process when the principal informed the Steering Committee that they would not be able to proceed.

Their plans had been communicated to the central administration, and the principal was informed that if they disbanded a class, this teacher would be pulled from the building and placed in another school. The rationale behind this was that the person was needed more in another building. Rather than run the risk of losing a teacher, the faculty and staff rescinded their decision, and the students remained where they were. Furthermore, there was no technology position. Although some of the teachers expressed their disappointment and anger with the outcome, they did not pursue the issue. The leadership roles that appeared to be defined from this experience indicated that the principal's role was to include communicating directly with the central administration. The teacher's role did not, in this instance, include the expectation that they would question or challenge policy set by the administration that involves staffing.

The issue of testing and how testing should or should not affect instruction also provided opportunities for defining leadership. The State of Texas mandated the administration of a new state-wide test in the areas of math, reading, and writing. During the 1991-92 school year, this test was administered in grades three and five. The criterion for determining mastery was changed this year. Throughout the state the number of students who achieved mastery dropped substantially. The results of the test were first presented to the principal by central administration staff members. The principal then brought these results to the Steering Committee and later the faculty and staff. As part of this process, the principal identified those areas he felt were of concern to the teachers. His actions were interpreted by many of the teachers as an attack on the Accelerated Schools Model. They believed that he was indicating a need to revert to "remediation" and "drill and kill" as a means of insuring student success on the test. The morning after the principal presented the scores to the teachers, approximately twenty teachers went, en masse, to his office to talk to him about their concerns. Their view was that these tests did not accurately measure what they were accomplishing with their

students. They cited the biases that they felt were inherent within the test itself that put the population of students they teach at a disadvantage. They also expressed their belief that the administration was not familiar enough with the Accelerated Schools Model to understand the problems with using this one type of assessment.

Although this was a painful time for faculty and staff, there were some very positive outcomes to the experience. The Staff Development Cadre decided that there was a need for the whole faculty to engage in further training. Therefore, they initiated a two-day staff development session to be conducted outside of the building. Because there were no staff development days available within the district, the faculty and staff devised a plan so that classes could be combined and covered by support staff with minimal disruptions to instruction. This was made easier because of the number of teachers team teaching and the tradition of utilizing support staff within the classrooms. So with a small number of outside substitutes, the faculty was divided into two groups with one group participating in staff development in one month and the other following the next month. The two-day session allowed the faculty and staff to reexamine the philosophy and tenets of the Accelerated School Model, take stock in where they were, revisit their vision for Hollibrook, and engage in discussion and planning regarding where they were headed. As a result of this time together, the administration, faculty, and staff found that they shared many of the same beliefs, values, and visions. They also developed plans for future efforts. One of these plans involved improving communication within the building. As a result, a form was designed to record all meetings within the building to clarify topics discussed, decisions reached, and future action to be taken. These forms were then made available on a communication board that was put up in the front of the building. For the remainder of the year all meetings were recorded in this manner.

The issue of testing and the activities that surrounded this event precipitated leadership roles for the teachers. The teacher's role was defined to include establishing staff development needs, arranging for staff development, being accountable for instructional procedures being used within the classroom, identifying staff development needs for administrators, and developing procedures for communicating information throughout the school. As an indirect result of this issue, later in the year the teachers also expanded their initial efforts by using

portfolios as another means of student assessment. In a faculty meeting, time was allocated for the teachers to meet with the grade levels above and below them to reach consensus on what should be included within the students' portfolios. The teacher's role had been further expanded to include determining assessment procedures for students.

Organizational Leadership

The categories within the area of organizational leadership included climate, vision, structure, and governance. One issue that offered many opportunities for leadership was the need for funds to implement planned programs. The decision to develop a brochure highlighting the program, accomplishments, and future plans for Hollibrook resulted in teachers providing leadership within this area. The Marketing Cadre considered what should be included in the brochure. One teacher collected the articles written about the school while another teacher solicited, organized, and published the brochure. This brochure then was used with business and community members from whom monetary and human resources were being sought. A number of faculty and staff members approached outside businesses and agencies to inform them of the programs at Hollibrook and solicit financial support.

The need for additional resources also led to proposals being written for outside funding. In one instance, a committee of faculty and staff was organized to write a proposal for an innovative grant that would focus on training teachers and providing support in order to move toward recognizing all students as being gifted and talented. Approximately six teachers participated in this endeavor. Some faculty members also engaged in securing monies to participate in a Reading is Fun (RIF) program that would provide free books for all students within the building.

Developing community awareness and support for providing a safe, clean environment for the children both within the school and in the surrounding area offered the possibility for leadership roles to be defined. This, however, became the focus of the principal. He allocated a great deal of his own time to meeting with community representatives. He also was successful in convincing a local civic organization to conduct their meetings within the school building. He talked about his dream to combine forces with community representatives to improve the life of

the children outside of the school building. In addition, one of the assistant principals and a teacher seeking administrative certification worked with local civic groups as part of their internship assignments.

One major issue involved the need for better communication within the building. Throughout the year the principal assumed responsibility for putting out a weekly newsletter entitled "The Flock News." Although he occasionally suggested that he would welcome faculty and staff involvement in writing this newsletter, this role was not supported by providing time for the faculty and staff to actually engage in this activity. In meetings during the first half of the school year, the faculty and staff struggled with providing written minutes. Although individuals often assumed responsibility for acting as a recorder within these meetings, these minutes were only sporadically transcribed and circulated. Again, this leadership role was not facilitated with time or human resources.

In previous years the cadres were expected to report to the whole faculty on their activities and progress. Although one staff development meeting each month was supposed to be a designated time for the cadres to meet, this actually occurred only twice during the year. The faculty and staff were not asked to report to the faculty their progress on any formal basis. Therefore, leadership roles were seldom, if ever, exhibited within this area.

Summary—Year Four Leadership Roles

It was expected that bringing in a new administration would have an effect on leadership within the building. The nature and extent of this effect was the focus of many individuals' attention and concern. Through studying the actions and interactions of the faculty and staff at Hollibrook, some of which were described above, a better understanding of just how leadership roles were affected was possible.

Using the typology for studying leadership within organizations that was presented in Chapter Two, we can see that there was a shift in leadership roles. Although leadership roles were discussed in all three areas, they were not always supported. Leadership roles within the professional area were affected when research was not read or discussed at staff development meetings. Likewise, instructional leadership

roles were reduced due to the fact that a great deal of time was allocated in staff development meetings to talking about the "vision" and "climate" at Hollibrook. The one area where leadership roles remained evident was in the area of organizational leadership. The leadership roles observed within Hollibrook during the fourth year were in the moderate area between instructional leadership and organizational leadership. Although the faculty and staff at Hollibrook continued to learn and make changes, they were neither as prevalent nor as well-planned as in the past two years.

This leads me to suggest that the 1992-93 year will be especially important for the faculty and staff at Hollibrook. The new administration has had an opportunity to come to know the faculty and staff better. Likewise the faculty and staff have a better understanding of the manner in which the new administration operates. There were indications near the end of the year that the faculty and staff were beginning to raise questions, challenge, and negotiate for leadership roles that had not been fully supported throughout the year. These were evident in a faculty meeting when the faculty and staff refused to follow the principal's agenda and instead focused on resolving a problem they saw as more important. This was also seen when members of the Steering Committee chose to meet even though the principal had cancelled the meeting. Whether or not actions and interactions such as these continue next year remains to be seen.

IMPLICATIONS FOR REDEFINING LEADERSHIP

There are numerous efforts underway in countless schools across the United States to restructure. One component of these restructuring efforts typically involves including parents, students, teachers, administrators, and community members in leadership roles within the schools. How this actually might be accomplished continues to be studied. This study involved an in-depth examination of a "successful" school, Hollibrook Elementary, which attributed part of their success to "shared or participatory" leadership. The purposes of this study were l) to determine how the faculty and staff defined shared leadership, and 2) to determine how leadership roles were negotiated. Although it was not planned, the introduction of a new administration team provided a rare opportunity to study how a change in administrative leadership affected this "shared or participatory" leadership that had been negotiated over three years. This also provided an

opportunity to look at implications for other administrators who are faced with a similar situation.

A Typology for Studying Leadership Within Organizations

After reconstructing the process the faculty and staff at Hollibrook went through in redefining leadership over a three year period, a typology for studying leadership within an organization was offered. This typology reflects interpretations of what made the faculty and staff at Hollibrook so successful. By developing leadership roles in three areas—instructional, professional, and organizational—the school created a learning organization with a high potential for initiating and sustaining on-going school improvement efforts.

Legitimizing Leadership Roles

The process of sharing leadership is much more than just providing opportunities for leadership roles within the three areas. These leadership roles must be formally acknowledged and supported by the central administration and the school. These actions involve more than just saying "This is part of your role" or "It is ok for you to." The process necessitates the allocation of time, money, and human resources to ensure that these opportunities can be acted upon.

What this requires of the district and school-level administrators is a willingness to take risks, challenge the status quo, and make mistakes. In order for school-level administrators to facilitate leadership roles in these three areas, the central administration staff must likewise support the administrators' leadership within these areas as well. Again, this is accomplished by allocating time, monies, and human resources to these leadership roles for not only teachers but also school-level administrators.

For the principal this means that she or he must be given the option of utilizing the time, money, and human resources provided to her or him in the manner that the faculty and staff determine to be most advantageous to the instruction of the students. This necessitates flexibility in scheduling, budgeting, and staffing. The district, likewise, must not be limited by state mandates that regulate and limit flexibility in these areas.

Influencing Factors To Be Addressed

In organizational diagnosis, the 7-S framework, developed by McKinsey and Company in 1981 and later adapted by Peters and Waterman (1982), has been used to guide organizational analysis and change efforts. Within this framework the surrounding environment (physical, infrastructural, technological, financial/economic, sociological, and political/legal) are identified as influencing the organization's ability to change. Kahn et al. (1979), in discussing reactions to role change, also suggested that personality, interpersonal relations, and organizational factors served to influence how individuals responded to role change. In a discussion of staff development, Clift, Holland, and Veal (1990) addressed five school context dimensions (interpersonal, individual, structural, leadership, and synergistic) that affected professional development.

During analysis of data from this study, it became evident that some of these factors had influenced the process of negotiating leadership for the Hollibrook faculty and staff. Although examples could be identified in each of the factors listed above, those that were most prevalent and influential at Hollibrook were in the areas of individual, interpersonal, structural, synergistic, political, and economic. Because these factors were seen as influencing the way in which the Hollibrook faculty and staff negotiated leadership, the typology presented in Chapter Three was modified (see figure 2).

Individual Factors. In the area of individual factors what became evident at Hollibrook was that individual personalities play a part in the defining and enactment of leadership roles. Some individuals were very outgoing and welcomed the opportunity to work with others. Some individuals preferred to work alone and did not wish to speak in front of other adults. Some individual personalities were open and sharing, while others were more reserved. Some individuals chose to withhold information from the group. The reasons for withholding information varied, but it did affect the organization.

Individual personalities also played a part, both positively and negatively, in how they reacted to information. Feedback that could be considered negative was handled differently by each individual. Some individuals "agreed to disagree"

without taking it personally. Others took positive and negative feedback personally, responding in some cases with defensiveness and withdrawal.

The Hollibrook faculty and staff frequently surfaced problems (some painful) that would not be described as "an individual's problem." Discussion about problems that might have been considered "an individual's problem" tended to be avoided unless the problem was having a negative effect on the children. In these cases, the problem was discussed through the informal network (the grapevine) and indirect measures were utilized in an attempt to deal with the problem. The teachers appeared to place the responsibility for dealing with "an individual's problem" with the principal.

Part of the process of defining leadership roles involved "celebrating" the uniqueness of individuals by "building on strengths" of individuals. The faculty and staff at Hollibrook were constantly striving to utilize individual strengths. This was evident as individuals assumed responsibility for particular tasks. This was also evident in the Steering Committee meetings when other staff members were invited to join the group and share information and discuss issues. However, when individuals received recognition, other individuals sometimes were resentful. One could argue that this is a flaw in human nature, but it did influence how leadership roles were defined.

What implications then do these individual influencing factors have for the process of defining leadership? The faculty and staff must play a very active part in the recruitment and selection of members to the organization. This would allow them to bring individuals into the organization that meet the needs identified by the members. Likewise, resources must be made available that will assist them in dealing with consensus building and human relations. Faculty and staff must become adept at presenting information, both positive and negative, without personalizing the delivery or reception of this information. Lastly, opportunities for individuals to take risks and receive recognition for these risks must be maximized while repercussions for mistakes must be minimized. This is especially true for the principal, who most often is the liaison between the faculty and staff and the central administration.

Interpersonal factors. As Hollibrook defined leadership roles, interpersonal factors also influenced their efforts. Shared leadership meant an increase in interactions between faculty and staff; thus, there was a greater possibility for interpersonal conflict. Instances of interpersonal conflict were noted throughout the school year. At Hollibrook the principal's role involved being aware of these interpersonal conflicts and deciding if, when, and how to intervene. This does not suggest that the principal became a "peacemaker." Rather, his role was to determine if and when conflict was threatening to the best interests of the students, faculty, and staff.

Similarly, in the past the faculty and staff made assumptions about other people's beliefs, values, and motives which weren't always accurate, but they didn't have the opportunity to check them out. Now, because of the higher level of involvement and interpersonal interactions, the differences in values, beliefs, and motives were more evident. This also increased the possibility for conflict. When these differences surfaced, there wasn't necessarily action or resolution. Rather, it was just more of an acknowledgment of the differences and an agreement to try to move forward with the differences. In the process it appeared that both accommodation and assimilation of differences was achieved.

What also became evident was that individual interests, subjects, and grade levels taught bring certain people in contact with others more often. This natural division of faculty and staff built friendships and interpersonal relationships that affected how leadership was defined and enacted. These interpersonal relations, in some instances, influenced how information was or was not communicated. Because of these established relationships, individuals new to the organization, in some instances, do not have as many opportunities to receive or share information.

If leadership is to be shared within an organization, the faculty and staff must be educated to deal with conflict resolution. Procedures for dealing with conflict must be explored and established. Opportunities for social and professional interactions must be frequent and structured so that the faculty and staff come in contact with as many individuals from within the organization as possible. These opportunities must include adequate time to converse so that a better understanding can be gained of others. In addition, a communication system needs to be established so that information flows to everyone in the organization quickly

and accurately. At Hollibrook this was accomplished midway through the year when they developed a form for recording meetings and a location for this information to be posted.

Structural factors. The faculty and staff must also be aware of structural factors. Each school is rich with an historical context for the district and school, and a knowledge of this history is critical for defining leadership. Experiences with past leadership will influence how teachers and staff respond to change. In the case of Hollibrook, the fact that previously there had been a very "authoritative" administrator and very rigid curriculum control by the district made the faculty and staff very skeptical and untrusting of the former principal's initial efforts to involve them in changes.

The physical plant also influenced how leadership was defined within the building. At Hollibrook the self-contained classrooms were not conducive to the instructional program they were advocating. How teachers used these isolated classrooms and how this influenced leadership was evident in the following discussion:

> This building was built like a turtle shell more or less, and it is very easy when things are not going the way you think they should, or when a group of people is on the outs with you, or your ideas to just say to hell with them. I'm going to teach my class in my room, my way, and you pull back in. So your kids aren't out there trying to display their work and that kind of thing. They are in your room where you can work with them, and it gets kind of quiet . . . .

At Hollibrook the absence of a large room to bring the whole student body together at once also worked against what they were trying to provide for the students. The limitations of the physical plant did have an effect on how leadership was defined.

The allocation of time also influenced leadership within the building. At the start of the 1991-92 school year, the State of Texas mandated a longer school year without budgeting for these extra days. Thus, the five days normally allocated for faculty and staff inservice were used as instructional days. This severely limited

the faculty and staff's opportunities to come together and plan prior to and during the school year.

The use of instructional time in the classroom had also been controlled by state mandates. Typically, these mandates had been interpreted to mean that a set period of time must be provided for each subject area. The faculty and staff challenged these interpretations by questioning whether minutes in these time periods had to be consecutive or could be spread out during the day. Under this interpretation, they were able to integrate subject areas rather than adhering to set time periods for each subject.

Structural factors such as these necessitate that the faculty and staff have direct input into building and renovation plans. In order to facilitate the instructional process and leadership within each building, these decisions must not be made by the central administration without adequate discussion and understanding of the needs of that particular school. Likewise, the faculty and staff must have adequate inservice days where agendas can be set by the faculty and staff based upon their identified needs. The faculty and staff must also have the flexibility to utilize instructional time to best meet the needs of the students.

Synergistic Factors. As the faculty and staff of Hollibrook Elementary worked through the process of redefining leadership, there was evidence of a growing synergy. The success of the faculty and staff could not be attributed to individual actions or interactions alone. Rather, it was the total effect of these actions and interactions that were greater than the sum of the effects taken independently. When a new administrative team moved into the building, there was evidence that this synergy was reduced as the faculty and staff recovered ground.

This synergistic factor is one that appears often to be overlooked in our efforts to study successful schools. This may explain why efforts to transfer successful ideas, techniques, programs, or even administrators to other schools often meet with limited success. The journey on which the Hollibrook faculty and staff has embarked has been comprehensive and long. It has entailed no one method or program. Rather, it has involved a prolonged study of their own values, motives, and beliefs. In the process they have arrived at a better understanding of their shared vision.

If other schools are to be successful, they too must be given the time and the opportunity to make mistakes, with the understanding that they too will learn from these mistakes. It is important that faculty and staff remain together with minimum transfers. The shared understanding and vision at which they arrive will drive successful school-improvement efforts. That is why it is especially important that principals and assistant principals be assured that they will remain in buildings without threat of transfer for long periods of time. Faculty and staff need to be given the opportunity to realize the synergistic energy that develops over time with sustained efforts.

Political Factors. As the faculty and staff negotiated leadership roles, political factors also influenced this process. Although representatives of the state educational agency indicated a desire to shift their role from monitors to facilitators, schools were still functioning with a state-mandated testing program for students and a teacher evaluation system with an attached career ladder system. More recently, the state legislature mandated the development of a site-based-management plan for each district.

While the intent of these state-mandates was to insure the success of the students, the message was that this is possible only with the direction from an outside agency. Through the actions of the state legislators and educational representatives, the leadership roles for teachers, students, parents, and staff are not recognized.

If these leadership roles are to be facilitated, the teachers, students, parents, and staff must assume responsibility for establishing policies, rules, and regulations affecting the educational process. With this direct involvement there is a better chance of ensuring that these policies, rules, and regulations will facilitate rather than impede the instructional process.

Economic Factors. As the faculty and staff negotiated leadership roles, economic factors were evident. A recent battle over school finance within the State of Texas had resulted in a large loss of money for the district. This loss has greatly affected human resources available to the faculty and staff, which has prompted them to focus time and energy on soliciting money from outside sources.

At Hollibrook many of the parents were from low socio-economic backgrounds, with limited education. What this meant was that the Hollibrook faculty and staff could not depend on their parents for additional financial support like that traditionally found in middle and upper class schools. It also meant that the faculty and staff had to assume a role of assistance for the parents. The fact that many of these parents spoke little, if any, English and many times felt inadequate in approaching the school needed to be addressed. At Hollibrook these factors were dealt with by providing the parent liaison, social workers, the parent center, and the parent university. These also allowed an amnesty class and a Women, Infants and Children program (WIC) for mothers, that provided nutritional information and formula for infants.

In order to address economic factors, the faculty and staff must have flexibility in determining how monies are used within the building. If the faculty and staff determine that non-traditional services are necessary, they must be supported both financially and logistically in providing these services. Likewise, if budget deficits necessitate the seeking of outside resources, then the faculty and staff must be allocated time and support in the writing of grants or the soliciting of private donations.

Summary

In studying the faculty and staff of Hollibrook Elementary, I noticed some of the potential benefits and accompanying problems of shared leadership. Through reconstructing the change process undertaken by the faculty and staff during the three previous years and observing the actions and interactions during the 1991-92 school year, the term "shared leadership" was moved from mere words to an understanding of what this actually looks like in the day-to-day life of this school. At Hollibrook "shared leadership" involved the recognition and support of leadership roles for the faculty and staff within the three areas of organization, profession, and instruction. This was accomplished through a lengthy negotiation process that was ongoing. What sustained them through the long and sometimes painful process was the fact that they were making a difference for the students they served. The improvement in standardized test scores, reduction in discipline

problems, and increase in parental involvement served to energize and motivate the faculty and staff even in the roughest of times.

The change process undertaken by the faculty and staff was a grass-roots effort precipitated by the realization that what they were doing instructionally for their students just was not working. Their involvement in the Accelerated Schools Project provided confirmation that they were headed in the right direction. The Accelerated Schools Project also gave them recognition which helped in soliciting outside resources, both human and monetary, and served to motivate them in their efforts. The leadership roles that emerged resulted in innovative programs that resulted in success for the students.

Through frequent and lengthy discussions, the faculty and staff examined some of the "taken-for-granted" assumptions underlying their instructional program. In the process, leadership roles were formalized in new areas. This was accomplished by allocating resources so that the faculty and staff could enact the roles discussed. The key person in this process was the principal. As the designated leader, the principal's support and approval were critical. At Hollibrook Elementary shared leadership became possible because the principal(s) recognized the strength of the faculty and staff and was willing to support the faculty and staff in taking risks necessary to challenge the status quo. What this meant for the principal was moving away from being "the leader" to being "the leader of leaders." This is a role that I do not believe has been recognized or adequately considered in leadership literature or research to date.

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Figure 1. Typology for Studying Leadership Within Organizations

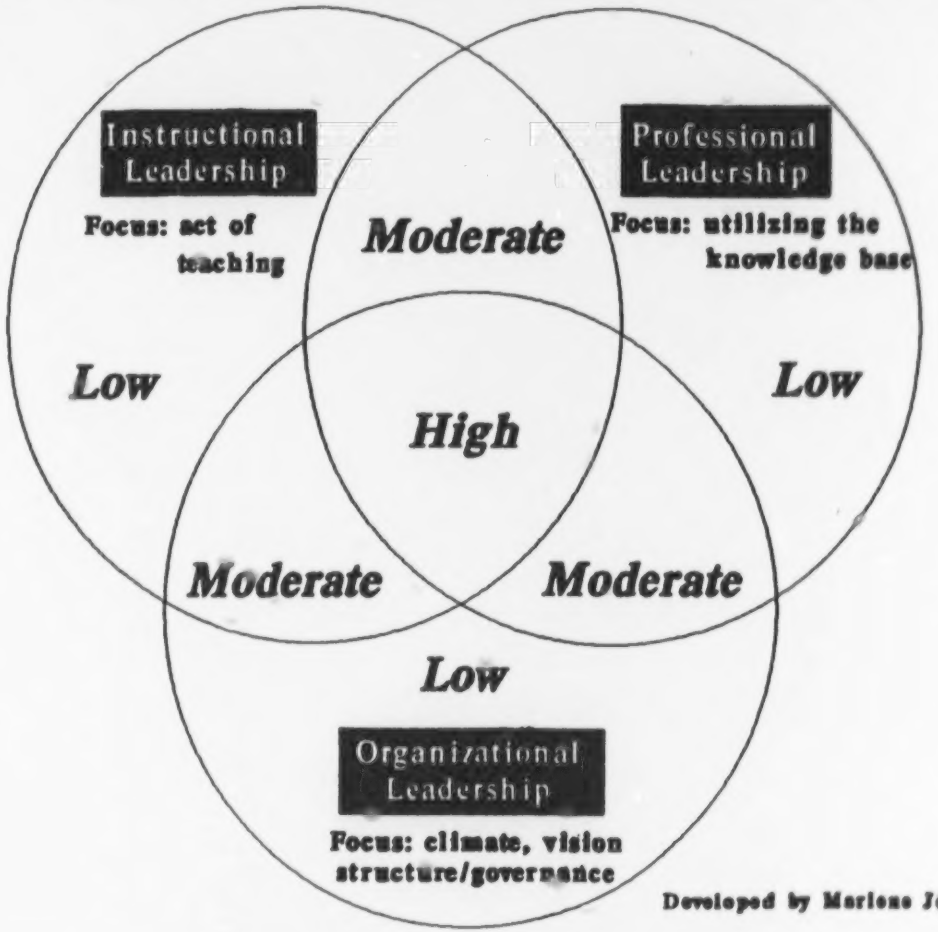
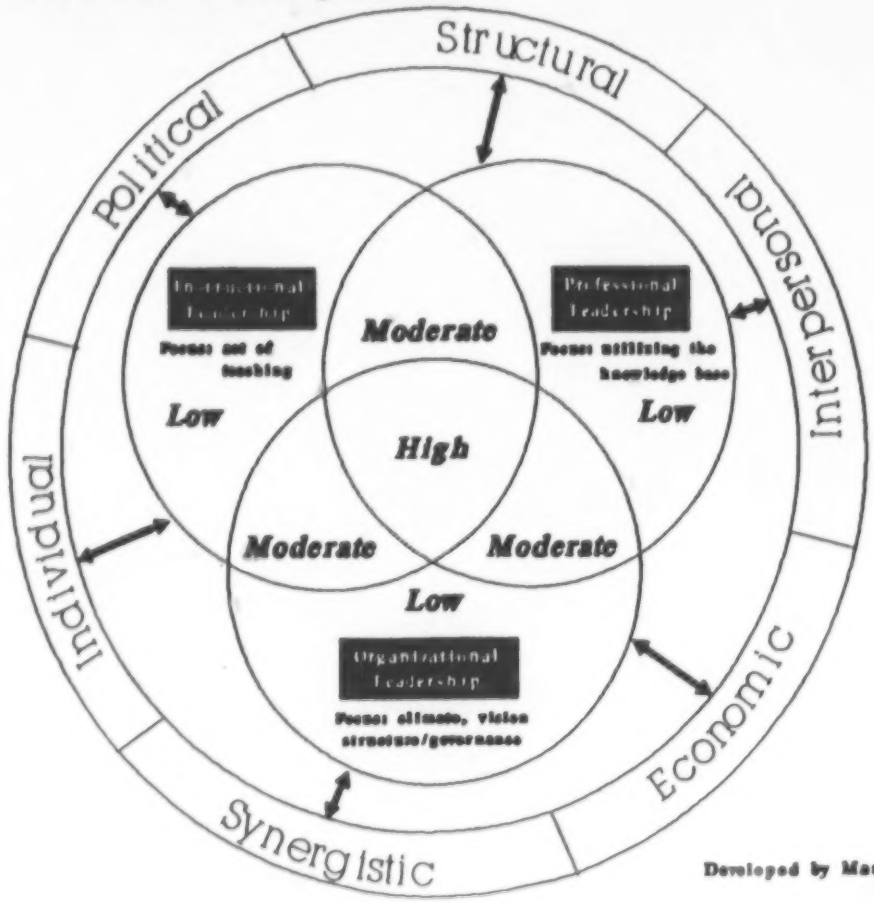


Figure 2. Typology for Studying Leadership Within Organizations with Influencing Factors



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